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ABSTRACT

This set of materials on staff development in research libraries, assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL), focuses on programs and activities designed to provide general skills training related to the work performed in a research library. Contents of the set include: (1) outlines of library staff development policies and programs from Stanford, the University of Connecticut, Cornell, Columbia, and Princeton; (2) staff development needs assessment instruments from the libraries at the University of Tennessee/Knoxville, the University of Connecticut, and Texas A&M University; (3) staff development program descriptions from the libraries at the University of Connecticut and Emory University; (4) staff development activity descriptions from the libraries at Stanford, Ohio State University, Rice University, the University of Connecticut, Texas A&M University, and Emory University; and (5) staff development program schedules and calendars from the libraries at Stanford, the University of Connecticut, Texas A&M University, and the University of Minnesota. (Author/JL)

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Staff Development

Kit 75

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June, 1981 #75

OMS

Systems and Procedures Exchange Center

ISSN - 0160 3574

STAFF DEVELOPMENT

Efforts to strengthen staff development activities at ARL member libraries have continued over the past three years despite curtailed financial resources and, in some cases, reductions in staff. Changes in technology, staffing and work flow patterns, administrative structures, library systems and procedures, and academic programs have called for skills training in new areas and have posed the challenge of finding ways to provide this training with limited resources.

This Flyer/Kit focuses on the programs and activities designed to provide general skills training directly related to the work performed in a library and is an update of Flyer/Kit #18 issued in May, 1975. The SPEC Flyer/Kit on Professional Development (#51, February 1979) -- to be updated in early 1982 -- addresses those developmental opportunities designed to enhance personal and professional growth, and the SPEC Flyer/Kit on Skills Training (#40, January, 1978) provides examples of training materials and activities for specific types of positions. The staff development programs and activities described in this month's flyer/kit include those designed to provide training and development in the skills required for performing specific tasks such as on-line computer searching, cataloging materials using AACR 2, conducting the reference interview, and answering the telephone as well as specialized training that focuses on the development of the employee as an effective, contributing member of the staff.

Almost all ARL member libraries are continuing to provide a general orientation program for new staff members. This usually consists of a basic introduction to the library's organization, policies and procedures as well as a description of the library's services and collections. Some include an audio-visual presentation such as slides to show the major locations, points of interest and persons in the organization; a tour of the facility; presentations on the major departments or services by staff representing those areas; or a meeting with the director or other key members of the library's staff.

Training in basic skills required for a job usually is conducted on a one-to-one basis by the employee's supervisor, with most of this training taking place at the employee's work station. An increasing number of supervisors are recognizing the importance of developing a training program for each individual that includes a training manual or specific procedures to be followed, skills training by co-workers or staff in other library or campus departments who are most knowledgeable and best equipped to provide the required training, and a system to monitor the training process, as well as information on how the particular job relates to others in the unit, department and library and how it contributes to the accomplishment of the library's mission and goals.

A number of staff development programs include training opportunities that go beyond developing the skills required for accomplishment of tasks. These training events are designed to improve the abilities of staff in broader areas such as human relations,

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management and supervision, planning and decision-making, and coping with organizational change. Specific topics for recent workshops in these areas include stress management, improving relationships with users, dealing with the problem patron, conducting surveys, and managing conflict. Most of these workshops are designed for specific groups of staff, and while the focus continues to be on providing development opportunities for librarians and higher level support staff, an increasing number are open to staff at all levels or are specifically geared for support staff.

As more libraries have come to view performance appraisal as an ongoing responsibility of supervisors to help staff members improve work performance and to develop their competency, development and training programs have been expanded to meet the needs defined as part of the appraisal process. In some libraries this extends to defining career ladders and providing training opportunities to acquire the skills that these positions demand. One goal of such programs is to view the employee as not just someone assigned to do a particular job, but as an important resource within the organization, one to be developed to achieve his or her maximum potential.

Responsibility for Staff Development

In most libraries, the responsibility for coordination and administration of staff development activities rests with the personnel librarian. Only a few ARL member libraries have established positions with specific responsibility for directing a staff development program. Frequently committees composed of staff representatives of several departments and levels within the organization work independently or with the personnel librarian to plan staff development activities, assess training needs, and serve as a clearinghouse for information on staff development opportunities available through the campus personnel office; local, regional and national library associations; other libraries; commercial training programs or academic course offerings.

Recent Developments

Some of the major changes in the past few years in staff development activities are: emphasis on skills training for supervisors and managers; an increase in the number of workshops and training programs devoted to human relations skills; incorporation of planning for individual staff development in the library's performance appraisal program; more training in technical skills associated with on-line computer systems; inter-institutional cooperation in planning and funding of staff training; involvement of more staff at all levels in planning and conducting training activities; use of job exchange programs to expand skills development opportunities; and development of programs that offer opportunities to different categories and levels of staff. With the limited financial resources available to most libraries and the lack of priority assignment of this funding to staff development activities, those responsible for these activities are working to develop their own skills as trainers, relying on their campus personnel office to provide some training, conducting needs assessments assure that the programs offered meet the most pressing needs, and sharing their information and own experience with their counterparts in other libraries.

Kit #75 (99 pages, June 1981) contains nine descriptions of policies, plans, and needs assessments, two program descriptions, eight examples of specific activities and evaluation tools, and four examples of program schedules and calendars. SPEC Kits are available by subscription from the Systems and Procedures Exchange Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, D.C., 20036. Individual kits may be purchased — prepaid only — for $15.00 (U.S.) plus a $2.00 per order handling charge, with checks made payable to "ARL Office of Management Studies." SPEC subscribers and ARL members receive kits for half price.

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STAFF DEVELOPMENT

KIT NO. 75
June, 1981

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POLICIES, PLANS AND NEEDS ASSESSMENTS

STAFF DEVELOPMENT ACTIVITIES AT STANFORD LIBRARIES

The Stanford University Libraries accepts learning as an integral and vital function of its organization. The Libraries encourage participation of staff members in activities which foster improved job performance, career growth and development, and skills development. The following categories of programs have been developed so that employees may continue to learn, grow, and contribute to their own, the Libraries', and the University's goals.

ACTIVITIY ANNOUNCEMENTS

Periodically the Library Personnel Office and other organizations will sponsor workshops, seminars and discussion groups that are of interest to library employees. Announcements of these activities appear in the Library Bulletin and are made available in the Staff Reading Area, Current Periodicals Room, Green Library.

EDUCATIONAL TIME OFF

The Library may allow full-time staff members up to 90 hours on library time each academic year to audit courses or take courses for credit. Time off for persons working 75% time is prorated based on the 90 hour limit.

Policy: Library Policy & Procedure Manual, 271.4
Guide Memo 22.11

Form: SUL-215, Request to Enroll in a Course

LIBRARY PROGRAM DEVELOPMENT AND RESEARCH FUND

The Payson J. Treat Fund for Library Program Development was established in 1972 by the Director of Libraries as an instrument for innovation and change. This Library Fund is designed to provide modest one-year term support for any Library staff member to increase the effectiveness of present Stanford Library activities. The intent is to support the testing of new ideas or approaches. To the extent funding permits, it also may support research in librarianship, bibliography or information sciences and work prepatory to publication in similar fields by Academic Staff in the Libraries even if there is no direct value to the Stanford Libraries.

Policy: Library Policy & Procedure Manual, 274

ORIENTATION PROGRAMS

Both the University and the Library offer orientation programs for new employees. These programs give essential information regarding employment at Stanford.

Library Orientation for new employees includes an overview of Stanford University Libraries history and organization, information on library-related organizations such as the Stanford University Libraries Staff Association (SULSA), the Stanford University Librarians Assembly (SULA), the Library Personnel Office, and a tour of the Green Library. At least once per quarter the Library Directors sponsor a welcome reception for new employees. New staff are invited to attend the program one to three months after their employment on the fourth Wednesday of each month.

University Orientation for new employees provides a brief overview of the history, purposes and organization of Stanford, the relationship between job classification and pay, employment practices and employee benefits. New staff should attend an orientation session during the first year or second week of employment. Sessions are scheduled every Tuesday, 9:00-11:00 a.m. For more information call University Staff Development, 7-4671.

University One-Year-After Orientation gives staff detailed information on a variety of topics after one year of employment, including benefits, a review of the job classification and pay plan regulations and an explanation of staff development programs. Sessions are held the first Wednesday of each month from 10:00 a.m.-12:00 p.m. for exempt employees and 1:00-3:00 p.m. for non-exempt positions. For more information call University Staff Development, 7-4671.

PROFESSIONAL CAREER OBJECTIVES

At performance evaluation time each Spring, the Library Personnel Office requests that academic staff members submit a report of professional activities in which they have participated during the past year. The report is filed in the employee's personnel file. In turn, this leads to individual counseling and career planning sessions held as needed and desired with supervisor, department chief, a director, or Library Personnel Office.

Policy: Libary Policy & Procedure Manual, 273

Form: SUL 610, Professional Activities Report Form

STAFF DEVELOPMENT COURSES

Each academic quarter the University provides courses, workshops and seminars to its employees as a means for skills development, job enrichment and career planning.

Supervisory Information and Skills Courses are intended to provide information and skills development for supervisors and staff affairs officers. Typical courses include Supervisory Orientation, Employee Recruitment and Selection, Communicating for Performance Change and Basic Attending Skills. For information call extension 7-1648.

Clerical Skills Development Programs are designed to upgrade the skills of employees in their present jobs, help prepare for additional responsibility and provide clerical training related specifically to Stanford's policies and procedures. For information call extension 7-4671.

Stanford Accounting System Training Workshops address specific aspects of Stanford's financial accounting and reporting system. For information contact Alice Forbes, Controller's Office, extension 7-4531.

Stanford Computer Training includes seminars on computing concepts and courses such as WYLBUR, (a system of collecting and editing texts, e.g., manuscripts), SCRIPT (a system of aligning, pagination, footnoting and indexing) and SPIRES (a system of searching public data files). For information call extension 7-4392.

STAFF EXCHANGE PROGRAM

The Staff Exchange Program encourages staff development by providing opportunities for in-depth cross-training between departments and branches within Stanford University Libraries. Staff at all levels, exempt and non-exempt, may participate with the approval of their supervisors and department chiefs. To qualify for the Program, an employee will have worked at SUL a minimum of one year.

Policy: Library Policy & Procedure Manual, 271.5

Form: SUL-607, Staff Exchange Program

STAFF READING COLLECTION

A collection of reading materials for all Stanford University Libraries staff is available in the Current Periodicals/Microtext Division, Green Library. The intent of the Collection is to make available in one location selected professional literature and staff development materials. These include journals; network newsletters (such as CIN, CLASS); staff development brochures for courses, workshops, seminars; selected surveys and reports; and a small collection of books.

STAFF TRAINING ASSISTANCE PROGRAM (STAP)

STAP provides reimbursement to employees for fees incurred for approved courses, seminars, and academic programs related to job performance. The Staff Training Fund limit is determined annually, and information on the current limit is available from the Library Personnel Office. A STAP form, available from the Library Personnel Office, must be signed by the supervisor and returned to the Library Personnel Office.

Policy: Library Policy & Procedure Manual, 272.1
Guide Memo, 22.11

Form: PER-3, Staff Training Assistance Program

STAFF VISIT PROGRAM

This program provides employees of the Libraries with opportunities to learn about the activities of other units in the organization through brief visits to these areas. The objective of such visits is for employees to better understand the relationship of their own assignments to the general Library Program. Although there may be times when the workload of a department may prohibit a visit, supervisors and department chiefs should make every effort to encourage staff to prepare proposals for visits.

Policy: Library Policy & Procedure Manual, 271.3

TUITION REIMBURSEMENT PROGRAM

Within budgetary limits, the Stanford University Libraries provide financial assistance to staff members who wish to increase their professional competence or job-related qualifications by pursuing programs leading to graduate, academic or professional degrees. This program recognizes that staff members must be highly trained in both technical and subject areas in order to carry out the service programs of the University Libraries effectively. A minimum of three years at 75% time of service in the University Libraries must be completed to be eligible.

Policy: Library Policy & Procedure Manual, 271.1
Guide Memo 27.4

STANFORD UNIVERSITY LIBRARIES

Request to Enroll in a Course

"Full-time members of the staff may audit lecture courses, provided that the department head furnishes a statement certifying (1) that necessary time off can be arranged, and (2) that auditing the particular lecture course will improve the efficiency of the staff member in performing his job." - Memo Guide 27.4 (3b)

To implement this program the Library allows full-time staff members up to 90 hours on library time per academic year to audit courses at Stanford or take courses for credit at Stanford or other institutions. Every effort will be made to accommodate full-time staff members who wish to take courses which do not fulfill (2) above, and who can make up the time absent from work, within the regulations governing hours of work and overtime.

A

Date_____

To:_____ _____

Department Chief — Department (Division or Library)

From:_____ _____

Classification

I request permission to take the following course for audit/credit during Autumn/Winter/Spring/Summer Quarter 19 __ at _____.

(Name of Institution)

Department	Course No.	Title

Time	Days	Instructor	Building	Room	Units

Total hours absent from work during quarter _____. (Include course & travel time, where necessary)

Give reason for taking course and how you will make up the time, if necessary:

Supervisor_____ Date_____

Employee_____ Start date at SUL_____

B Recommendation to Library Personnel Officer:

_____Approved - Own Time _____Approved - Library Time* ___Not Approved*

*Reason:

Date_____ Department Chief _____

C Library Personnel Office action:

____ Total hours absent from work this academic year before taking above course.

____ Request approved - own time

____ Request approved - library time

____ Employee notified to secure Instructor's permission

____ Instructor's permission secured

____ Courtesy card requested from Registrar's Office

____ Courtesy card given to employee

____ Total hours absent from work this academic year, after taking above course

Distribution: 1. Employee's personnel folder
2. Department Chief
3. Employee

SUL-215 (8/72) (Revised 2/80)

To: Library Staff

Name _____

PROFESSIONAL ACTIVITIES REPORT FORM

The Library Personnel Office would like to have a record of those activities of staff members which have a relationship to their duties or result from their professional affiliations. This questionnaire is intended to provide this information and will become a part of the permanent personnel file for each individual.

Please type the information requested below for the year beginning March 31, 1980. Do not include purely social activities (e.g., lodges or clubs), church work or avocational interests. Do include work on local staff committees as well as participation in more general professional groups. Please attach this form to your performance appraisal, or return it separately if you are not being reviewed at this time.

PLEASE TYPE (Use extra sheet if necessary)

1. Publications (as author, co-author, editor, compiler, etc.). Please give exact citations for articles or books.

2. Professional activities (committee work, offices held, special assignments, etc.)

3. Speeches (place, date, group addressed, title of address)

4. Teaching (institution, department, course name and number, quarter or semester)

5. Course work (courses taken for (a) audit; (b) credit; give name of institution and titles of courses)

   (a)

   (b)

2/81 SUL 610

PERSONNEL & EMPLOYEE RELATIONS
STANFORD UNIVERSITY

STAFF TRAINING ASSISTANCE PROGRAM

APPLICATION

Please type or use ballpoint

EMPLOYEE

EMPLOYEE NAME (LAST, FIRST, MIDDLE INITIAL)	SOCIAL SECURITY NO.	JOB CLASSIFICATION
DEPARTMENT	PHONE EXTENSION	WORK LOCATION
SCHOOL OR TRAINING ORGANIZATION	LOCATION OF CLASS OR PROGRAM	

C–Correspondence F–Formal course O–Orientation S–Seminar W–Workshop Z–Other

COURSE NO.	COURSE DESCRIPTION	COURSE LENGTH STARTS	COURSE LENGTH ENDS	CLASSES HELD DAY	CLASSES HELD TIME	CREDIT HOURS (IF ACAD.)	REQUESTED TIME OFF	TUITION & REGIST. FEE

I am a regular employee of Stanford University applying for payment of allowable training expenditures as specified in Guide Memo 22.11, and for time off with pay from my regular work schedule as indicated above. I agree to devote the time necessary to complete the requested training and provide Personnel & Employee Relations with evidence of satisfactory completion.

TOTAL COST ▶

SIGNATURE

DATE

SUPERVISOR

The employee and I have established the following training and performance objectives for him or her:

The training requested will help the employee accomplish these objectives in the following way (this is what I expect the employe to learn and be able to apply):

SUPERVISOR'S SIGNATURE

I recommend approval of this application _____ 75

DEPT. HEAD

I recommend approval of this application and will authorize payment of $_____, in addition to the $~~50~~ per quarter maximum to be paid by S.T.A.P. funds, for this employee to participate in the requested training activity.

ACCOUNT NO. TO BE CHARGED	SIGNATURE OF DEPT. HEAD	DATE

PERSONNEL

(FOR PERSONNEL & EMPLOYEE RELATIONS)

☐ Approved–Payment letter attached ☐ Approved as modified (see below)

SIGNATURE

DATE

DATE
PAYMENT AUTHORIZED

CERT. OF COMPLETION RECEIVED

REMARKS

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STAFF DEVELOPMENT

POLICY

The Library Staff Development Program is designed to provide the necessary orientation and training for staff to enable them to effectively accomplish their jobs, and to provide developmental activities which will allow staff to broaden and enhance their capabilities.

The Staff Development Program includes activities in the areas of: orientation, on-the-job training, and development. The production of training tools and materials - both written and audio-visual - are also part of this Program. All categories and levels of staff are considered for participation in staff development activities based on appropriateness: librarians, university library assistants, classified staff, and student assistants.

PERSONNEL OFFICER:
Is responsible for coordinating the Staff Development Program by assessing needs, implementing Library-wide activities, providing assistance to departmental staff in the development of training plans and materials, and evaluating the effectiveness of the Program on a continuing basis.

LIBRARY MANAGERS:
Have the responsibility for insuring that all staff in their units are provided with the requisite training for on-the-job performance. They also should encourage staff to participate in both Library and external training and developmental activities which are consistent and appropriate to job requirements and departmental workloads.

LIBRARY STAFF:
Have the responsibility for their own growth and development, and should, therefore, be open and responsive to participation in training and developmental activities.

> Staff Development activities are planned on an annual basis. A calendar of scheduled and proposed activity is distributed by the Personnel Officer. Library managers may find if useful to insert that calendar in this section of the Handbook.

REFERENCE: Staff Development Program. July 6, 1979. S. Creth memo to Library Staff.

July 1979
UCt Library
Managers' Handbook

TRAINING FOR NEW EMPLOYEES

POLICY

Responsibility for planning on-the-job training for new employees and conducting the orientation meetings belongs to library managers and such responsibility should not be delegated to other persons.

PROCESS

LIBRARY MANAGER:
Receives copy of Orientation Checklist and begins to outline and schedule training and orientation for the new employee (See ORIENTATION OF NEW EMPLOYEES.) May review training materials, other training plans on file with Personnel Officer. Develops a training plan and reviews with Personnel Officer.

Training plan should provide for periodic reviews between the library manager, the new employee and the trainer(s)--if not the manager--to determine the individual's progress. Adjustments should be made to slow down, repeat certain areas, or move faster based on the individual's capabilities. This is also an opportunity for the supervisor to ascertain if other aspects of orientation and training (ie., working relationships) are going well. Initially, the periodic reviews should be weekly.

In establishing the content and schedule for training, consideration should be given to the individual being trained. Training should present some variety in both content and approaches when possible. The individual should be given a mixture of one-to-one instruction, periods for reading or reviewing written materials (manuals), opportunities to practice what has been learned and time during the day when they can spend time alone assessing and assimilating what has been learned. Training should always, to some degree, be tailored to the individual.

The training schedule and content should be based on the concept of a progression so that a foundation is established before moving on to the next step. Each new task should build on what has been learned previously.

When appropriate it is healthy to have more than one person active in training though the library manager is responsible for coordinating the whole training process. By involving more than one person the library manager may take advantage of several employees' specific capabilities in relating knowledge as well as approaches and general viewpoints.

Individuals who will be training should be chosen not only for their knowledge and experience but their ability to relate that knowledge to another person in an effective way. The trainer should be relaxed and should enjoy explaining things to individuals, have an open attitude toward new ideas and suggestions and have positive attitudes about the work they are explaining, the department and the Library.

PERSONNEL OFFICER:
Reviews the training plan during the draft stage.

LIBRARY MANAGER:
Prepares final version of the training plan for the employee to be presented on the first work day. Sends two copies of the plan to the Library Administrative Offices; one copy is retained in the employee's personnel file and the other becomes a part of the training manual.

REFERENCE: "~~Training~~ materials"
The University of Connecticut Library.
October 1978.

July 1979
UCt Library
Managers' Handbook

ORIENTATION CHECKLIST

Staff Member's Name_____ Date Hired:_____

Department_____

* *

A. THE JOB

____1. Position description/overall purpose of position
____2. Outline/schedule for training
____3. Goals and Objectives for the Department
____4. Departmental Organization
____5. Works of others in the department
Other:

_____

_____

B. PHYSICAL SURROUNDINGS

____1. Introduction to co-workers
____2. Work Area
____3. Location of equipment/supplies
____4. Location of restrooms
____5. Location of bulletin boards
____6. Location of eating facilities
____7. Instructions on parking

C. RELEVANT MATERIALS

____1. Packet of Materials for New Employees
____2. Union Contract

D. HOURS OF WORK

____1. Work week & hours
____2. Explanation of flexible scheduling
____3. Meals/rest periods
____4. Medical appointments & the like
____5. Taking University courses

E. LEAVE

____1. Vacation
____2. Sick Leave
____3. Holidays
____4. PL days
____5. Leaves without Pay

F. COMPENSATION

____1. Where, when and how often paid
____2. Rate of pay
____3. Raises
____4. Compensatory time/overtime pay
____5. Probationary reviews
____6. Tuition reimbursement

G. MEDICAL BENEFITS/RETIREMENT

____1. Meeting scheduled with University personnel

H. RIGHTS AND RESPONSIBILITIES

____1. Attendance
____2. Punctuality
____3. Attitude desired
____4. Conduct/appearance
____5. Safety
____6. Grievance procedures

I. ITEMS RELATED TO DEPARTMENT ORIENTATION (specify)

_____

_____

_____

ORIENTATION OF NEW EMPLOYEES

POLICY

Training plans for new Library employees should take into consideration the need for orientation to the University, to the University Library's organization, function and physical facilities and to the Library department in which an employee will work.

PROCESS

LIBRARY MANAGER:
Plans training schedule to allow for orientation, taking into account responsibilities assumed by the Personnel Committee and by the Library Administration.

PERSONNEL OFFICER:
Will meet with each new employee to answer questions, review concerns and generally introduce the individual to the Library.

LIBRARY PERSONNEL COMMITTEE:
Will assign a member to tour new employee through the Library to introduce them to staff and to provide a packet of information which includes the campus map, "People and Phones (Library)", copies of the CDC, University Chronicle, "Starting from Storrs," etc.

LIBRARY MANAGER:
Should review with the employee the topics indicated on the orientation checklist, including the information that was provided by University Personnel (which includes a copy of the appropriate union contract). Provides and explains the manual of departmental objectives, policies and procedures.

ORIENTATION SEMINARS

POLICY

Each library department, including music and pharmacy shall be required to hold an annual orientation seminar at a time to be assigned by the Library administration. In addition, the administration shall provide an annual seminar covering branch and professional school libraries. Seminars shall be open to all staff.

Within the first two years of employment all new employees are expected to attend at least one departmental orientation seminar in each library department other than the one to which they are assigned. Library managers are expected to encourage attendance at such seminars.

All employees are expected to attend at least one departmental seminar in each library department other than the one to which they are assigned. This should help employees to familiarize themselves with each of the library's departments, their staff and their major functions.

PROCESS

PERSONNEL OFFICER:
Requests schedules from department heads on presentations, and coordinates dates with other library activities.

DEPARTMENT HEAD:
Determines schedule and develops presentation with assistance from department staff.

STAFF SHARING PROGRAM

POLICY

Most departmental staff sharing programs will be established for one year though others may have a shorter time frame based on departmental needs and schedules. The number of hours to be worked within each departmental program should be described in the staff sharing proposal. Schedules should be worked out with the individual and his/her department head. Flexible hours may be required.

TRAINING:
Each department will be responsible for planning and outlining for the participants the training that they will be provided and the anticipated amount of time that the training will take. The hours scheduled for initial training may not necessarily be the same as the trainees' eventual hours in the program.

Participants should recognize that any personal study they need to undertake in connection with the program must be done on their own time.

EVALUATION:
Evaluation of each departments' program and the participants progress is a critical part of this program and its success and should follow the guidelines listed below.

PROCESS

APPLICATION

INDIVIDUAL:
Library staff who are interested in being considered for participants in one of the departmental programs, and who meet the stated requirements, should complete all sections of the application form to apply. Forms are available in the Library Administrative Office.

LIBRARY MANAGER:
Provides a statement on the individual's qualifications and ability to participate effectively in the program activity. In addition, the library manager should indicate his/her willingness to have the individual participate in the program.

INDIVIDUAL:
Forwards the completed form to the Personnel Officer.

SELECTION

DEPARTMENT HEADS (Operating Programs):
Will interview applicants who meet the eligibility requirements of the program for which they have applied. The applicant's department head may be consulted during the selection process. Once interviews have been completed, the department head will discuss selections with the Personnel Officer and will then submit brief written statements on each applicant and reasons for acceptance or non-acceptance.

PERSONNEL OFFICER:
Will inform applicants in writing as to their acceptance or non-acceptance for a departmental program.

Applications and pertinent interview material will become part of a central Staff Sharing Program file with a copy in the personnel file for those selected. An individual may review the material pertaining to his/her application at the conclusion of the selection process.

EVALUATION

PERIODIC EVALUATIONS

DEPARTMENT HEADS (Operating Programs):
Program Evaluations will be conducted every three months by the department head during the life of the program. The evaluation should help to assess the training provided, the ability of the department to effectively utilize the participants, and the achievement of departmental objectives.

Participants' progress will be evaluated at the same time by the department head and/or other appropriate staff members during the program. These evaluations will be based on training provided and defined activities as well as the individual's cooperation and general attitude about the program.

PARTICIPANTS:
When periodic evaluations are conducted participants will be encouraged to evaluate the program and their own progress in relation to the training provided, assigned activities as well as other aspects of the program.

DEPARTMENT HEADS (with Staff Participating):
Department Heads with staff participating in the program will be asked to assess the impact on their department with staff participating in this program. This can be done informally when department heads who are operating a program review participants' progress with the appropriate department heads every three months.

Informal reports on the departmental programs will be given to the Personnel Officer on a periodic basis to insure on-going assessment of the Library Staff Sharing Program by the Library administrative group.

> If it is determined that the program is not accomplishing the stated objectives of the cooperating department, then the program may be terminated. If serious problems arise, the program may be terminated at any time but with a full explanation to the participants.
>
> Similarly if a department with participating staff have a crisis then the staff member may be requested to return to the primary job assignment either temporarily or permanently depending on the difficulties.

FINAL EVALUATIONS

DEPARTMENT HEADS (Operating Programs):
Will conduct program evaluations at the end of the program assessing the overall success of the program in terms of benefit to the staff member as well as to the department, training provided, activities assigned as well as other relevant criteria.

This evaluation will be written and forwarded to the Personnel Officer and will be filed in the Staff Sharing Program file.

Participants' progress and accomplishments in the program will be evaluated at the end of the program. This formal evaluation should be based on the briefer informal evaluations. A copy of this evaluation will be placed in the person's personnel file and a copy in the central file on the Staff Sharing Program.

PROGRAM PARTICIPANTS:
Will be asked to write a candid evaluation of the program in which they participated. The evaluation will be shared with the department head operating the program.

DEPARTMENT HEADS (with Staff Participating):
Will be asked to provide a brief statement on the impact of the program on their departments - positive and/or negative.

All evaluative material related to this program will be shared with the Library administrative group for purposes of evaluating program effectiveness and to determine continuance of the program.

APPLICATION

D-12

STAFF SHARING PROGRAM

DEPARTMENTAL PROGRAM _____ DATE _____

Name _____ Position Title _____

Department _____ Work Schedule _____

EDUCATIONAL BACKGROUND (e.g., undergraduate/graduate; for Library School indicate areas of concentration or general program)

Institution	Years	Degree	Program

WORK EXPERIENCE (e.g., summarize major responsibilities of current position; indicate specific Library resources or tools utilized in performance of job.)

Current Position

Previous Relevant Positions (UConn & other - use back of form if necessary)

Previous Relevant Positions (UConn & other - use back of form if necessary)

July 1979
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Managers' Handbook

OTHER ACTIVITIES (current and projected - e.g, committee assignments, course work and other professional commitments)

What do you consider the primary importance in the Library establishing the Staff Sharing Program?

Why do you wish to participate in this program and in the particular activity you have requested?

TO BE FILLED OUT BY DEPARTMENT HEAD

Please comment on the applicant's qualifications to perform effectively in the specified departmental program. Please indicate your willingness to have this staff member participate in the program.

Date

DEPARTMENT HEAD

APPLICANT

PLEASE CIRCULATE THIS LETTER TO ALL PROFESSIONAL STAFF

THE UNIVERSITY OF CONNECTICUT LIBRARY

June 4, 1981

TO: Library Managers

FROM: Norman D. Stevens

Over the past year we have been seeking to develop a better statement of the University Library's policies and procedures in respect to professional development. The attached document now represents the final text which is to be added to your copy of the Library Managers' Handbook and is to be used by you and your staff in making and reviewing plans.

The statement as it stands represents a considerable amount of work on the part of a number of staff. Carol Abramson and Paul Price collected information from other academic libraries about their policies and procedures. Beverlee French summarized that information and helped draft some sections of the proposed policies and procedures statement working closely with Sheila Creth. The discussions with Library Managers contributed a great deal to the final revision. Ultimately, of course, responsibility for the final text and its adoption rested with the Library Administration. As the policy guidelines are used comments or suggestions should be forwarded to me.

Sincerely,

Norman D. Stevens

Norman D. Stevens
University Librarian

NDS:sm

PROFESSIONAL DEVELOPMENT

Requesting Time

PHILOSOPHY

In order for professional library staff (University Librarians and University Library Assistants) to provide effective library service over time, it is essential that they engage in educational, developmental, and professional activities which will strengthen their knowledge and abilities. It should be recognized, however, that the responsibility for participation in such activities must be shared between the individual and the Library. In part, such activities are designed to contribute to the effectiveness of the individual's performance of his/her duties within the Library and the University community, and in part they are designed to contribute to the individual's personal and professional career growth and development. The policies and procedures that have been developed to support such professional and personal development activities reflect, to the extent possible, the nature of that shared responsibility.

It is often difficult to distinguish between categories of activities or to determine the extent to which an activity is of benefit primarily to the Library or primarily to the individual. In general, however, it is suggested that there are four broad categories.

1) The University Library recognizes its responsibility to develop and present for the staff an organized program which presents information and provides material designed to be of direct benefit to the staff in performance of assigned duties. Such programs are of primary importance and Library staff are expected to participate fully in appropriate programs, which will be supported entirely in terms of both time and budget by the Library.

2) There are a variety of external professional activities which have a direct relationship to the individual staff member's assignment and duties and in which the Library may expect, and often asks, the individual to participate as a part of his/her work assignment. In such cases, the Library will provide the time and will seek financial support. It must be recognized that funds may not always be available and in such situations the staff member will not be *required* to attend though his/her participation may still be encouraged if the person can meet the financial costs involved.

3) There are also a variety of external professional activities and programs which may be related to the individual staff member's professional development within the broad context of his/her present and prospective Library assignments, but which also are intended to contribute in a general way to the person's own professional career development in libraries. Such activities are clearly a shared responsibility between the individual and the Library in terms of both the necessary time and financial support.

4) Finally there are professional activities and programs that are essentially related to the individual staff member's personal development in terms of a long-term career context without any relationship to his/her present or prospective assignment within the Library. The responsibility for such activities clearly lies with the individual staff member.

Given the large number of programs and activities that are available, and the limited resources in terms of both time and funds available to the Library and the individual, it is important that selection of activities for participation be done with utmost care. Library staff, manager and administrators are responsible for the careful selection of activities that will contribute to the professional competence of the participant.

The guidelines and procedures which are outlined below attempt to delineate the general boundaries of activities that will warrant Library support in terms of release time. They should facilitate a shared understanding of appropriateness and an equitable application of the above philosophy.

POLICY

Activities warranting use of Library time should be job-related; they should represent the best or most appropriate way to gain specific expertise or to participate in the profession. To assure that this is achieved, careful thought and *planning* should be given to identifying activities in which to participate.

Job-relatedness. Participation in professional activities should be job-related, that is, commensurate with the needs of the Library, the scope of individual responsibilities, and the expectations of the library profession for performance. The definition of job-relatedness will obviously vary from person to person, depending on one's role in the Library. It is a matter of judgment by staff, managers and administrators. Common sense will dictate appropriateness of participation in specific activities. Written articulation of expected benefit to individual and to institution will accompany specific requests and will serve to define job-related in individual terms. The important factors in that definition are:

1) *The Library's "need to know"*, the need for the Library to have a staff member learn a particular skill, become knowledgeable in a subject area, emphasize particular expertise, or be represented in specific associations or meetings. An issue which may be pertinent in assessing the Library's need is the number of UCONN staff attending the same event, since one person can often convey to others what has been learned.

2) *The person's "need to know"*, relative to his or her position and scope of responsibilities in the Library.

3) *The profession's "need to know"*, or the ability of the person to make a contribution to the library profession.

The policy recognizes that the extent of one's external professional commitments will vary greatly over the course of a career. During some years, it is more important to concentrate on the "desk job" than in others. It also acknowledges that some individuals will have greater outside commitments than others. While the amout of time *per se* is not determinative, it should *not* be assumed that release time is always appropriate or possible. The worth of the activity, the benefits to individual and Library, and the impact on Library services of absence are always the operative factors.

The following questions are designed to provide a *framework* for decision making - to facilitate the individual's and the manager's review of specific content and/or participation in a proposed activity or program:

1. *Anticipated value to the Library of person's participation.*

2. *Relevance of the program or experience to the staff member's scope of responsibilities and role within the Library and/or library profession. How does it relate to the person's identified priorities for professional development?*

3. *Impact on departmental mission. What is likely to suffer because of outside commitments? Is there a balance between individual's external activities and internal contribution?*

4. *What is the experience other staff have had in attending activities offered by the association or organization, or person conducting the program? Are the program objectives and outcomes clearly stated?*

5. *Is it the best and most convenient way to gain the information or experience sought?*

6. *Relevance of the organization (e.g., ALA, ACRL, CLA, Special Libraries, etc.) to academic librarianship. Need for the Library to have some representation in a particular organization.*

7. *Extent of individual's participation in a meeting as an officer, speaker, committee member; membership in the organization. (Consideration of participation should not be to the disadvantage of new, less-involved staff.)*

8. *Frequency of the person's requests; staff member's length of service and previous attendance at professional meetings. Are more junior members of the staff being encouraged to participate?*

9. *Total number of Library staff members requesting to attend an event where the topic can be easily shared from one staff member to others.*

These questions are intended to provide a framework for decision-making; their answers cannot be assigned weights. It is recognized that often the most valuable benefits of professional participation to both the Library and the staff member are intangible. The informal discussions and contacts with the outside library world often prove to be the most useful components of professional involvement.

June 1981
UCt Library
Manager's Handbook

PROCESS

Planning: Department heads are encouraged to facilitate participation of staff members in professional and developmental activities, while ensuring adequate levels of staffing to accomplish objectives and to meet commitments and service demands. They are expected to assist staff in planning and to discuss with them the appropriateness of activities to identified development goals. The Library administration should facilitate a consistent interpretation of job-relatedness among department heads.

In order to provide direction to each person's development and a context for review of specific requests, areas of job respnsibility that will require further expertise over time should be identified in the performance goals and review process, and a *general developmental plan* outlined. It is not expected that specific activities will be reflected in the developmental plan but instead the plan should identify what the person desires to accomplish and possible ways to achieve stated goals (e.g., personal study, coursework, workshop, conference, etc.). Professional interests within which the person expects to make a contribution or gain further knowledge should be discussed between the manager and staff member as well. Major or long-term professional commitments which may have an impact on the person's responsibilities in the Library should be reviewed. It is understood that such professional commitments will need to be reviewed between Library managers and staff on an ongoing basis.

The Library manager and staff can then review together the known activities in which staff would like to participate in the next six months to a year, in order to evaluate the department's direction, to explore alternatives, to plan for staffing, and to assess the impact of projected commitments on library activities. Manager should inform the appropriate administrator of tentative plans of departmental staff. Any activity in which a number of people wish to participate should be discussed. Activities and general plans can also be discussed at the technical and public service meetings.

INDIVIDUAL

Fill out "Release Time Request" to attend a workshop, conference, association meeting, etc. which will involve being away from the Library during the normal work schedule. Two copies of the form should be prepared and submitted to the immediate manager. Requests should be submitted prior to making commitments and, if possible, at least four (4) weeks in advance of the date of the activity.

If a professional staff member is also requesting travel funds under the UCPEA contract (see, GUIDELINES FOR PROFESSIONAL DEVELOPMENT FUNDS), both request forms can be submitted together. For staff who have ongoing responsibilities and know in advance the specific times they will be attending meetings, one request can be submitted for the fiscal year.

DEPARTMENT HEAD

Reviews requests submitted by staff in the context of previous discussions regarding professional development and commitments. If request is approved it is forwarded to the appropriate Assistant University Librarian (or University Librarian as appropriate). If the department head has questions regarding the appropriateness or the timing of an activity, this should be discussed with the individual before denying the request. (Note: A denial of "release time" does not automatically indicate that support for UCPEA funds will also be withheld.)

ASSISTANT UNIVERSITY LIBRARIAN

The AUL (or University Librarian) reviews requests in order to be informed of professional activities and the number of staff planning to attend any one function. The AUL should discuss any questions regarding the appropriateness or the timing of an activity with the department head prior to final approval or disapproval.

Though it should be recognized that the final determination for selection and approval of professional activities that involve the use of either University time and/or funds is a managerial and administrative prerogative, in most situations it is the immediate supervisor who will be expected to determine the appropriateness of activities within the guidelines outlined by this policy.

If a request is approved, the AUL will return one copy to the individual and forward one copy to the Personnel Officer for the Library's central file.

PERSONNEL OFFICER

A central file of records on the use of release time for professional activities is maintained in order to evaluate the Library's contribution to professional development.

INDIVIDUAL

It is expected that participants in professional activities will report back to other Library staff on a regular basis about activities in which they have participated. This will allow for an evaluation of the effectiveness of a particular activity, program or organization or persons involved in a presentation.

Staff members will be encouraged to report on significant activities in which they have participated through such means as the Staff Forum, the Innocent Bystander and so forth. In some cases, staff may be asked to provide a brief written evaluation of the activity.

DEPARTMENT HEAD

A general assessment of what a staff member has gained through participation in professional and education activities as they relate to performance goals should be considered in the annual performance review.

The departmental Annual Report should also provide an evaluation of participation on a department-wide basis.

THE UNIVERSITY OF CONNECTICUT LIBRARY

Development Release Time Request

Name_____Department_____

Specify the activity you wish to attend and the purpose/objective of the program.

Event:_____

_____

_____

Date:_____Location:_____

Indicate the relationship of the activity to your current responsibilities and/or developmental goals. Comment on expected benefit to you and to the Library.

_____

_____

_____

Release Time Requested: (dates)_____

Applicant's Signature_____Date_____

* * * * * * * * * * * * * * * * * * *

Approved
Not Approved

Comments:_____

_____

_____

Department Head's Signature_____Date_____

* * * * * * * * * * * * * * * * * * *

Reviewed by/comments_____

_____

AUL- Technical Public Service Signature_____Date_____

(cc: Assistant Director-Personnel)

June 1981
UCt Library
Manager's Handbook

The University Libraries

STAFF DEVELOPMENT

Flexible staff development programs have been designed to create an organizational environment that encourages the self-fulfillment and career growth of the professional staff.

ORIENTATION. Orientation is an attempt to define the role and scope of the Libraries, to describe their history and organization, and to develop an awareness of the Libraries' resources, facilities, and operations. Soon after new appointees begin work, they are given orientation training. These sessions extend to fifteen or more hours and include structured combinations of lectures, video-taped presentations, discussion groups, tours and social functions involving older staff members.

JOB TRAINING. The operations of a research library system are complex, and few assignments can be accomplished without on-the-job training. All department heads and unit supervisors, or their designated trainers, are involved in near continuous on-the-job training processes for new or recently appointed staff members. The amount of time new staff members must spend in on-the-job training is determined by the supervisor and understandably varies widely from one assignment to another. This effort is facilitated in most departments and libraries by the maintenance of up-to-date procedure manuals.

PROFESSIONAL CONFERENCES. Travel funds are available to Cornell librarians who wish to attend professional conferences. Equitable distribution of travel funds is facilitated by a survey in July of plans to attend conferences during the subse-

quent twelve months by all librarians. Available funds are then allocated equally on a pro rata basis for reimbursement of up to two-thirds of expenses if one is participating in a conference as a speaker or officer and up to one-third of expenses if one is not participating. Absences to attend conferences must be coordinated by department heads to assure continuation of essential Library services.

WORKSHOPS AND INSTITUTES. Two kinds of workshops and institutes are available to Library staff members.

In-house workshops are sponsored from time to time by both the University and the Libraries. They may be skill-oriented, management-oriented or they may be scholarship-oriented.

Out-of-house workshops are sponsored by professional organizations, government agencies, industries, and others. Except when specifically requested to do so by the Library directorate, staff members may attend such workshops on terms similar to those described under "professional conferences."

COURSE WORK. Except in cases where it is not in the best interest of the Libraries, staff members are encouraged to take University courses that will improve job performance. Such job-related courses may be taken for credit without charge and without making up time. Courses that are not job-related may also be taken, but in such cases tuition is paid, and time is made up. Courses are deemed to be job-related when so designated by the staff member's department head and approved by the University advisory committee. Maximum allowable course work per term is four hours. Course audits may be arranged.

DEGREE PROGRAMS. Librarians with a year or more of service may apply for permission to undertake formal degree programs within Cornell University to improve their individual competence and effectiveness in their work. All applicants are screened by a University review board and a number are approved each year. Payment of tuition and fees is waived for successful applicants.

STUDY LEAVES. Leaves for purposes of advanced study or other professional growth experience may be granted without

salary for periods of up to one year upon application through the director of Libraries to the president. Under special circumstances a librarian may apply for research leave with salary when the purpose of his or her project is clearly to increase the value of service to the University. Letters of application for research leave, outlining the purpose and plan of the project, must be submitted to the director of Libraries prior to the term preceding the term during which leave is desired. Depending upon the period of absence requested, research leaves must be approved either by the president or by the Board of Trustees.

PARTICIPATION. The Libraries attempt to provide structured and unstructured opportunities for staff members to participate in Library goal determination, the setting of performance standards, and decision making. Among formal mechanisms for eliciting widespread staff participation are the Academic Assembly, the use of a large number of elected and appointed task-oriented committees and work groups, and encouragement of staff-wide discussions at the unit and department levels.

c. Appointment to the Staff

After interviews within the libraries and consultation, when appropriate, with academic or administrative components of the University, the Assistant University Librarian for Personnel submits a recommendation to the University Librarian, who is responsible for submitting nominations for appointment or promotion to the Exectuive Vice President for Academic Affairs and Provost.

In accordance with the Affirmative Action Program, the Libraries may inform a proposed candidate of his or her nomination but the candidate is also informed that no offer can be made until the proposed appointment has been reviewed by the Executive Vice President for Academic Affairs and Provost. The purpose of this review is to ascertain that the procedural requirements of the University's Affirmative Action Program have been followed. An Affirmative Action Advisory Committee has been appointed to assist the Executive Vice President in this review.

C. Non-University Professional Activities

The University exercises no set control upon an officer's outside activities as consultant, writer, or specialist. But this freedom puts upon the individual an obligation to keep these activities within such bounds that the discharge of his primary responsibility to the University is not impaired.

D. Teaching in the University

On occasion, individual librarians are invited to teach in one or another school of the University. Normally, full-time members of the professional staff above the beginning level or grade will be able to accept such an assignment on a continuing basis only if it is made an integral part of the individual's University duties. Ideally, such assignments would be held to one course per year, but it is possible that a one course per term assignment as a maximum might on occasion be worked out. The individual would receive one salary from the University, with the library budget covering the bulk of the salary cost and the school or department budget the balance. The actual proportions would be worked out by the Libraries and the concerned school or department and governed by the number of courses, hours, etc. Any such continuing arrang ment would require the approval of the appropriate Division Head and the University Librarian.

Under exceptional circumstances and to meet specific short term needs, alternate arrangements might be made, but such action would not modify the general policy noted above.

E. Staff Development

1. Orientation

Orientation programs are scheduled for new staff members to provide them with information on the history, resources,

organization, programs, and objectives of the University Libraries. They include structured combinations of lectures, audio-visual presentations, and discussions. The programs include presentations by the chairpersons of the standing committees and the Library Senators.

2. Job Training

The operations of a research library are complex and require varying degrees of on-the-job training, depending on the nature and complexity of the assignment. All supervising librarians are involved in near continuous on-the-job training for new or recently appointed staff members. The amount of time new staff members spend in on-the-job training varies in relationship to the nature of the assignment.

3. Professional Conferences

Travel funds are available for members of the professional staff who wish to attend professional conferences. Because of the number of professional association programs and conferences held each year and the variation in expenses because of location, full or partial financial assistance is determined after review of requests and in the context of available funds and library priorities. At the beginning of each fiscal year, staff members are asked to submit requests for leave and travel assistance through the appropriate administrative channels. (See Appendix G for policies and procedures concerning requests for leave and travel assistance.)

To encourage participation of beginning librarians in professional activities, funds are generally made available to help cover travel and limited per diem expenses for one or more professional staff members to attend a major professional conference. The Representative Committee of Librarians is asked to make recommendations after reviewing applications from interested staff members with less than five years of service and who have not previously attended such a conference.

4. Workshops and Seminars

From time to time, in-house workshops and seminars are held to improve intralibrary communications, to improve the staff's understanding of library programs and objectives, and to develop skills necessary for the performance of various work functions.

The professional staff is encouraged to participate in staff development activities sponsored by professional organizations and other agencies. Staff members may be asked to attend specific workshops, seminars, or institutes at the expense of the Libraries. Whenever possible, funds are made available to individuals who initiate requests for assistance to participate in such activities. These requests should be made through the appropriate administrative channels.

5. Research Leaves

The Libraries provide professional librarians with paid leave in order to provide periods of time for concentrated research or

investigation of substantive topics of professional significance. Requests for professional leave should be submitted through the appropriate channels to the Assistant University Librarian for Personnel and should include a thorough description of projected work, a request for a specific period of leave time (normally not to exceed four months) and evidence of administrative approval verifying that such leave will not have an unacceptable effect on library services and operations. Prior to final decision by the University Librarian, proposals will be assessed in terms of their potential for enhancing professional performance by appropriate library and University groups or individuals. Because it is the intent of this program to enable individuals to capitalize on and enhance professional competence, it is noted that paid leaves will not be granted for the purpose of attending graduate school and that formal reports or publications will normally be required as evidence of project completion.

Normally, those requesting leave should have been full-time members of the professional staff for five years prior to the date of any proposed leave. Acceptance of a research leave implies intent to return to full-time status at the end of the leave period.

Because the research leave program has budgetary implications, requests should be submitted a year prior to the proposed date. The number of individuals on leave during any year will necessarily be controlled by operating and financial realities. Normally an aggregate of no more than 24 months of leave time for the total professional staff will be approved in any given year.

6. Participation in Decision-Making

Various efforts are made to provide staff members with opportunities to participate in the establishment of library policies and objectives. Staff input in the decision-making process is obtained formally through the Professional Advisory Committee, the Professional Review Committee, various ad hoc and standing committees and task forces and through meetings and discussions at the unit level, as well as informally through the Representative Committee of Librarians.

7. Tuition Exemption

The University's tuition exemption program for members of the professional staff is described in Section IV.A. of this handbook.

PRINCETON UNIVERSITY LIBRARY

Staff Development Program For Library Personnel

Goals of the staff development program:

1. To improve the skill and the ability of the staff in order that they may perform their assignments satisfactorily and deliver superior service to the various user groups.

2. To assure that individuals acquire new skills and knowledge in order that they may adapt to changes in the library's organizational structure, or capitalize upon new technology, or deal more effectively with problems and issues in an increasingly complex library system.

3. To assure that both the library and the individual share in the responsibility and commitment to training and development because both of them benefit by doing so.

4. To assure that development and training activities within the library are coordinated and have direction and consistency.

5. To assure that planned development and training activities are relevant by making certain that they are responsive to the organizational or the individual needs to which they are addressed.

Endorsed by Library Council
October 13, 1977

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STAFF DEVELOPMENT

Staff development is a purposeful effort intended to strengthen the capability of an organization to perform its mission more effectively and more efficiently.

The general purpose of staff development is to assure that personnel are motivated, productive and skilled in their required tasks and job assignments, and that they understand and can implement organizational purpose and policies.

Staff development affirms the ability of the individual and the organization to grow and for each to contribute to the growth of the other.

Given the substantial effort and involvement for a staff development program, what outcomes can be expected? Increased individual competency is a common and reasonable expectation as the outcome from a staff development program. In addition to improved skills and greater knowledge with regard to their assigned tasks, staff members can be expected to be more clear in their understanding of the organizational context and relationships in which their own responsibilities lie.

In addition to increased individual competencies, a staff development program can improve the ability of the staff as a whole to perform better in relationship with one another, both in their personal and task relationships.

Some outcomes can be expected to be immediate. For example, skills training in the use of audio-visual teaching techniques or in the use of new reference tools. Many outcomes will, however, be long range. For example, development of planning skills, understanding the overall organizational picture, overcoming resistance to the use of new equipment or procedures. Recognizing that some results will necessarily be a long time coming is important for the organization's administration and for those involved in the activities.

Staff Development Activities:

Tours of library	Lectures, seminars, workshops on specific topics	Job posting
In-depth orientation	Job exchange	On-the-job training
Committee assignments (in-house)	Supervisory training programs	Library skills filing, searching

UTK Library
Staff Development
Needs Assessment Survey Questionnaire

The Staff Development Advisory Committee is seeking information from all full-time library staff to assist in planning staff development activities. This questionnaire is based on the following definition.

Staff Development as defined by this committee includes:

1. Opportunities to expand library skills and knowledge in order to improve work performance and to increase understanding of library functions
2. Opportunities that enable staff to improve skills not necessarily related to their present positions
3. Programs presented in a variety of formats including series of courses, lectures, seminars, tours or other group activities, films, etc.
4. Programs to be attended by full-time staff at their request and the discretion of the department head, assuming that commitments of the department are met
5. Programs to be attended by student employees on their own time if their attendance does not displace a full-time staff member

Do you concur with this definition? Yes___ No___ No Opinion ___

Comments:

The Staff Development Advisory Committee recognizes the existence of many opportunities that can be considered developmental for staff, for example: travel opportunities; committees; various departmental, heads, and faculty meetings; educational assistance offered by the University; performance evaluations; orientation programs; library and university publications and other opportunities. This questionnaire and the future plan growing from the information gathered are concerned with additional staff development opportunities that may be beneficial to the library and the employee.

I. Please check all that apply to your position:

Branch Library ____
Public Services ____
Technical Services ____
Administrative Services ____
Library Faculty ____
Support Staff ____
Dept. Head ____
Supervisory (over full-time staff) ____
Non-supervisory ____

Length of employment in present position:

Less than 1 year ____
1 - 3 years ____
3 - 5 years ____
5 - 10 years ____
More than 10 years ____

- over -

II. Possible staff development programs.

The Staff Development Advisory Committee has identified a number of staff development topics that may be of interest. The length of time suggested for the various types of activities are rough estimates and are subject to change as programs are planned. The committee wants to know the number of people interested in a particular program as well as the level of interest. This list is by no means exhaustive so we welcome comments and suggestions for other programs.

INSTRUCTIONS:

1. Circle your interest level or check the No Opinion column for each program.
2. If you are not interested in a program for yourself or others, circle zero for No Interest.
3. If you are neither interested nor disinterested in a program, check the No Opinion column.

EXAMPLES:	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
A. Information session on bookworms	0	1	(2)	3	____
B. Training session in sky diving	(0)	1	2	3	____
C. Training session in knot-tying	0	1	2	3	✓

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
1. Library Tours					
a. Tours of UTK Library branches and depts.	0	1	2	3	____
b. Tours of other local libraries	0	1	2	3	____
Comments:					
2. Training sessions (1-8 hrs.) sponsored by UTK Personnel Office, i. e.					
a. Telephone etiquette	0	1	2	3	____
b. Cardio-Pulmonary Resuscitation training (CPR)	0	1	2	3	____
c. Personnel policies	0	1	2	3	____

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
2. Continued					
d. Management of time	0	1	2	3	____
e. Others (please specify)					
_____	0	1	2	3	____
_____	0	1	2	3	____
_____	0	1	2	3	____
Comments:					
3. Training sessions (1-8 hrs.) offered by UTK Library Staff, i.e.					
a. Library terminology	0	1	2	3	____
b. Using common bibliographic tools	0	1	2	3	____
c. Circulation policies and procedures	0	1	2	3	____
d. Interlibrary loan	0	1	2	3	____
e. Introduction/Review of basic reference tools	0	1	2	3	____
f. Filing rules/use of card catalog	0	1	2	3	____
g. Acquisitions process	0	1	2	3	____
h. OCLC Training Tapes	0	1	2	3	____
i. Basics of automation	0	1	2	3	____
j. Government publications	0	1	2	3	____
k. Library finance	0	1	2	3	____
Comments:					
4. Information sessions (1-2 hrs.) presented by UTK Administrative Staff on:					
a. Payroll	0	1	2	3	____
b. College work study	0	1	2	3	____
c. Student personnel procedures	0	1	2	3	____
d. UTK and Systems Administrative operations	0	1	2	3	____
e. Insurance	0	1	2	3	____
f. Safety and Security programs	0	1	2	3	____
Comments:					

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
5. Seminars or workshops (3-18 hrs.) presented by specialists on:					
a. Assertiveness training	0	1	2	3	____
b. Communication skills	0	1	2	3	____
c. Management by objectives	0	1	2	3	____
d. Collective bargaining	0	1	2	3	____
e. Copyright law	0	1	2	3	____
f. Leadership	0	1	2	3	____
g. Performance evaluation	0	1	2	3	____
h. Management skills	0	1	2	3	____
i. Public relations	0	1	2	3	____
Comments:					
6. Are you interested in job rotation opportunities					
a. Only within your own department	0	1	2	3	____
b. Between departments with related activities	0	1	2	3	____
c. Between any library departments	0	1	2	3	____
Comments:					

III. Please answer all questions. Comments are welcome.

A. Are you interested in attending staff development activities?	0	1	2	3	____
Comments:					
B. Would you like to have staff development opportunities:					
1. To aid you in present position	0	1	2	3	____
2. To aid you in meeting requirements for other positions	0	1	2	3	____
3. Other:	0	1	2	3	____
Comments:					

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
C.					
1. Are you willing to spend your own time on staff development?	0	1	2	3	____
2. Your own money? Please specify maximum amount _____ per session, _____ per year.	0	1	2	3	____

Comments:

D.

1. Do you feel your workload allows you to pursue a staff development program? Yes ___ No ___ (If you answer no, skip to E.)

Comments:

2. If you do, how much time per week do you feel you can devote to additional staff development opportunities as described in Part II without interferring with your work responsibilities:

1-2 hrs.___ 3-4 hrs.___ 5-6 hrs.___ More ___

Comments:

E. What kind of staff development programs would be appropriate for library supervisors? (This is not limited to management training.)

FOR DEPARTMENT HEADS AND SUPERVISORS ONLY

F. What kind of staff development program would you like to see for your employees?

G. Do you feel the workload of your department allows time for your staff to pursue a staff development program? Yes ___ No ___

General Comments:

Return questionnaire to Lea Wells, 103 Main Library, by April 30th.

H.L.W.
P.L.O.
Rev. 4/10/80

THE UNIVERSITY OF CONNECTICUT LIBRARY

May 11, 1981

TO: Library Managers

RE: Management Training Needs Survey

Attached is a graph which shows the types of concerns that were identified by library managers as part of the training needs survey. I plan to use this information in my discussions with staff at the Institute for Public Services in order to identify workshops that might be available and appropriate.

I have summarized below the number of managers included in the survey and the units represented. I have also identified the topics which seem to indicate issues of greatest concern.

If you have any further suggestions or comments, please get in touch with me. Thank you.

Sheila Creth
Assistant Director

Topics Identified Most Frequently/Greatest Weight

- Communication (questions: 40, 33, 42, 38, 5, 32, 4, 35, 34)
- Delegation (questions: 6-9)
- Problem Solving & Planning (questions: 10-13, 23)
- Motivation (questions: 1-5)
- Teamwork (questions: 34-37)

Additional Information on Survey

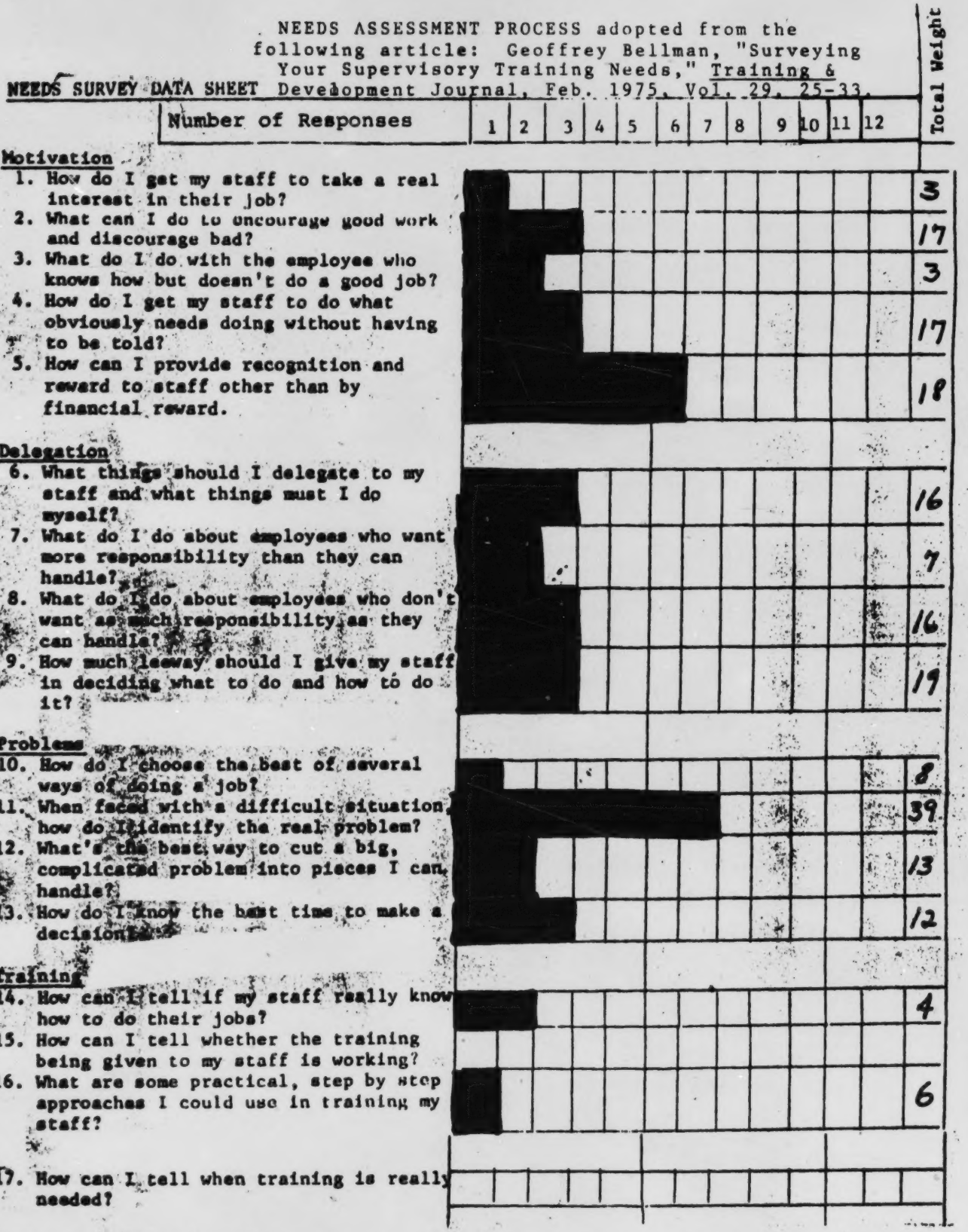
Total Interviewed: 12

Technical Services	4
Public Services	4
Administrative	2
Regional Campus	1
Department Library	1

SC:sm
Attachment

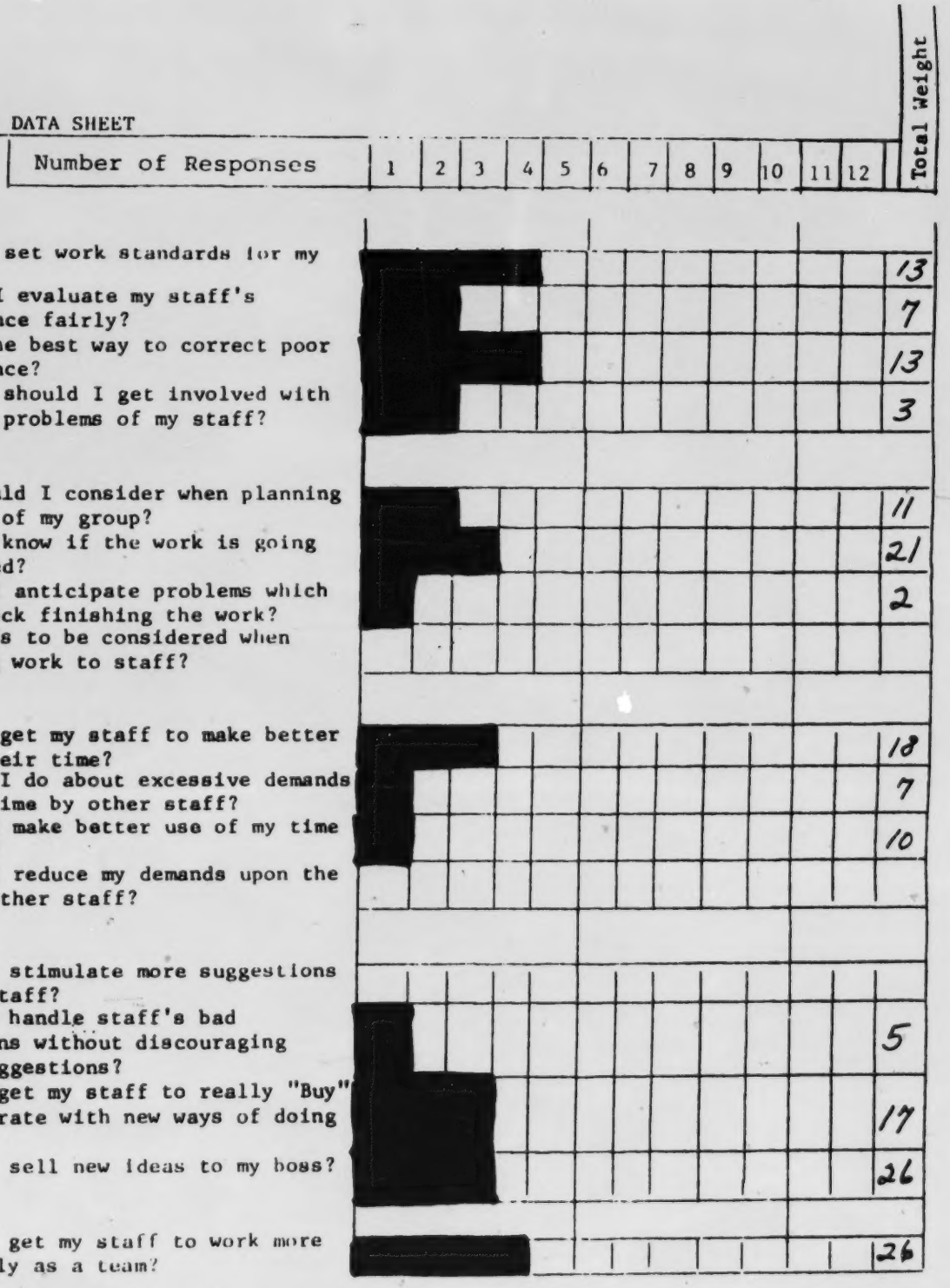
NEEDS ASSESSMENT PROCESS adopted from the following article: Geoffrey Bellman, "Surveying Your Supervisory Training Needs," Training & Development Journal, Feb. 1975, Vol. 29, 25-33.

NEEDS SURVEY DATA SHEET


Number of Responses
1 2 3 4 5 6 7 8 9 10 11 12
Total Weight
Motivation
1. How do I get my staff to take a real interest in their job? 3
2. What can I do to encourage good work and discourage bad? 17
3. What do I do with the employee who knows how but doesn't do a good job? 3
4. How do I get my staff to do what obviously needs doing without having to be told? 17
5. How can I provide recognition and reward to staff other than by financial reward. 18
Delegation
6. What things should I delegate to my staff and what things must I do myself? 16
7. What do I do about employees who want more responsibility than they can handle? 7
8. What do I do about employees who don't want as much responsibility as they can handle? 16
9. How much leeway should I give my staff in deciding what to do and how to do it? 19
Problems
10. How do I choose the best of several ways of doing a job? 8
11. When faced with a difficult situation how do I identify the real problem? 39
12. What's the best way to cut a big, complicated problem into pieces I can handle? 13
13. How do I know the best time to make a decision? 12
Training
14. How can I tell if my staff really know how to do their jobs? 4
15. How can I tell whether the training being given to my staff is working?
16. What are some practical, step by step approaches I could use in training my staff? 6
17. How can I tell when training is really needed?

Note: Total Weight represents the value given to questions by those interviewed. Each interviewee identified 10 questions and put them in priority order with #10 representing the highest priority and #1 the lowest.

NEEDS SURVEY DATA SHEET



Performance

18. How do I set work standards for my staff? — 13
19. How can I evaluate my staff's performance fairly? — 7
20. What's the best way to correct poor performance? — 13
21. How much should I get involved with personal problems of my staff? — 3

Planning

22. What should I consider when planning the work of my group? — 11
23. How do I know if the work is going as planned? — 21
24. How can I anticipate problems which might block finishing the work? — 2
25. What needs to be considered when assigning work to staff?

Time

26. How do I get my staff to make better use of their time? — 18
27. What can I do about excessive demands upon my time by other staff? — 7
28. How can I make better use of my time each day? — 10
29. How can I reduce my demands upon the time of other staff?

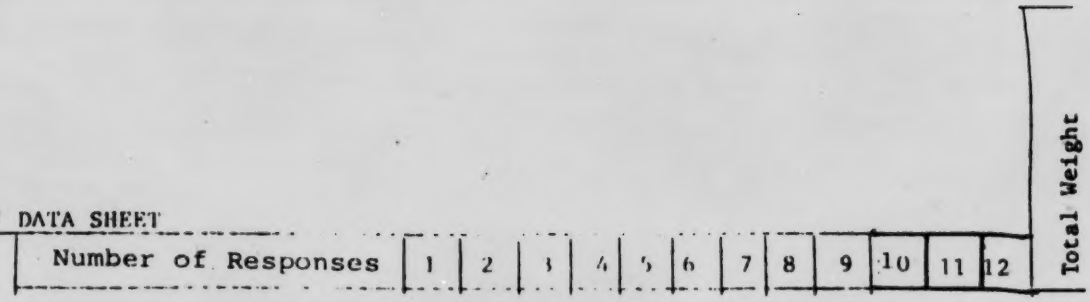
Ideas

30. How can I stimulate more suggestions from my staff?
31. How can I handle staff's bad suggestions without discouraging future suggestions? — 5
32. How do I get my staff to really "Buy" and cooperate with new ways of doing things? — 17
33. How can I sell new ideas to my boss? — 26

Teamwork

34. How can I get my staff to work more effectively as a team? — 26

NEEDS SURVEY DATA SHEET



Teamwork-Con't

35. What do I do about personality clashes between staff in my group? — 27
36. What do I do about staff who are not carrying their share of the load? — 11
37. How do I get my group to work smoothly with other groups? — 19

Communication

38. What does top management really expect of its supervisors? — 59
39. How do I give instructions so I get the results I'm after? — 9
40. How can I tell if my communications with my boss are effective? — 47
41. How can I improve my meetings with my staff? — 31
42. If disagree with boss how do I proceed if my ideas are not accepted? — 25
43. How can general Library meetings be more effective? — 6
44. How can I help staff learn how to handle disagreements openly but constructively? — 12
45. How can I get frank and honest comments from new employee. — 5

Miscellaneous

46. What are the characteristics of an effective manager? — 19
47. How can I develop and evaluate a consistent management style? — 8
48. What "tools" (meetings, etc.) does a manager need to use - and how - to be effective? — 15

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036 • (202) 232-8656

Duane E. Webster, Director/OMS
Jeffrey J. Gardner, Associate
Maureen S. Schechter, Training Program Specialist
Maxine K. Sitts, Information Services Specialist
Pamela W. Darling, Preservation Program Specialist

11/12/80

Public Services Workshop
Texas A&M University Libraries

Staff Inquiry

The following broad concerns were identified as a result of brief discussions held with several staff and library administrators. Please indicate your assessment of the importance of each issue by circling the appropriate response and add any comments you think will help the OMS staff to plan the workshop.

Issues

1. The impact of AACR 2 and cataloging changes on the provision of services.

1 2 4 5
very important important not important

COMMENTS:

2. The evaluation of library services, particularly in regard to securing and using information on user needs, patterns, and success in accessing and using information resources required.

1 2 3 4 5
very important important not important

COMMENTS:

3. Strengthening the relationships among library staff and users, particularly in terms of communicating library programs, helping users understand and use library resources, and extending services to the academic community.

1 2 4 5
very important important not important

COMMENTS:

4. Development of library policies that provide guidelines to staff operation and service, codify the values and public services philosophy of the library, and articulate the role of the libraries in the university.

1	2	3	4	5
very important		important		not important

COMMENTS:

5. Examining the interpersonal relationships that contribute to effective library performance, especially methods for dealing with conflict and differences, approaches to decision-making, and the communication of information needed to complete assigned responsibilities.

1	2	3	4	5
very important		important		not important

COMMENTS:

6. The management of time for individuals with public service responsibility. This includes determining priorities, dealing wth conflicting demands on one's time, finding time to do more, and getting done what needs to be done.

1	2	3	4	5
very important		important		not important

COMMENTS:

Other issues you think should be examined:

Please complete and return by November 26 to:

Evelyn King
Asst. Director for Collection Interpretation
Room 200, Evans Library

PROGRAM DESCRIPTIONS

UNIVERSITY OF CONNECTICUT LIBRARY

October 28, 1980

MEMO

TO: LIBRARY STAFF

RE: STAFF DEVELOPMENT PROGRAM, 1980-81

Please Review/Distribute Immediately

Attached is the schedule for the Staff Development Program for this year, 1980-81. This is late being issued because of the need to plan the AACR2 training. Please review the descriptions of the training and the schedule so that you are aware of all of the activities being presented and those that are specifically designated for you to attend.

If you have any questions on the AACR2 training - content and/or schedule - please contact me, Mary Balmer or Joanne Palko for an explanation. It is complicated so please don't hesitate to ask!

Sign-ups are in the Library Administrative Office when required - only people from regional campuses or professional school libraries should call. If department heads want to work out schedules internal to their departments and then forward a list to me of when people wish to attend, I will be happy to handle the sign-ups in that manner.

Sheila Creth
Assistant Director

Attachment

Please Review/Distribute Immediately

UNIVERSITY OF CONNECTICUT LIBRARIES

Staff Development Program

Purpose

The Library Staff Development Program is designed to provide the necessary orientation and training for staff to enable them to effectively accomplish their jobs, and to provide developmental activities which will allow staff to broaden and enhance their capabilities.

Scope

The Staff Development Program includes activities in the areas of: orientation, on-the-job training, and development. The production of training tools and materials - both written and audio-visual - are also part of this Program. All categories and levels of staff are considered for participation in staff development activities based on appropriateness: librarians, university library assistants, classified staff, and student assistants.

Responsibility

The Assistant Director (for Personnel) is responsible for coordinating the Staff Development Program by assessing needs, implementing Library-wide activities, providing assistance to departmental staff in the development of training plans and materials, and evaluating the effectiveness of the Program on a continuing basis.

Library Managers have the responsibility for insuring that all staff in their units are provided with the requisite training for on-the-job performance. They also should encourage staff to participate in both Library and external training and developmental activities which are consistent and appropriate to job requirements and departmental workloads.

All Library staff have the responsibility for their own growth and development, and should, therefore, be open and responsive to participation in training and developmental activities.

UNIVERSITY OF CONNECTICUT LIBRARY

Staff Development Program

1980-81

ORIENTATION

Departmental Presentations

Library departments are asked to offer brief sessions on departmental activities on a periodic basis for all Library staff to which new staff are urged to attend. These sessions are typically scheduled during the summer months though others may occur during the academic year.

Department heads should coordinate schedules with Sheila Creth. Sign-ups for the presentations will be in the Administrative Office.

TRAINING

Training Plans and Schedules

Library managers are required to develop a training plan and schedule for each new staff member or any staff member who assumes a new position. A copy of the training plan/schedule is given to the new employee on the first day of employment and a copy is placed in the individual's personnel file.

AACR2 Training

The following describes a series of training activities related to the implementation of AACR2. Please review the training levels and sessions carefully noting both the audience for whom the training is intended, the dates offered and any pre-requisite. Please note on the attached calendar schedule that all training sessions are offered more than once; it is intended that whenever possible the same group of people attend session series together.

Sign-ups for each training session is required except for the presentation by Gordon Fretwell and Richard Schimmelfeng. Please come to the Administrative Office to sign-up (staff from Regional Campus may call).

A. Speaker: Gordon Fretwell, Associate Director for Public Services, University of Massachusetts Library.

Mr. Fretwell will be speaking on the key role of the public catalog in library service and service patterns and techniques in general. All staff are urged to attend though public service staff are asked to attend one of the two sessions scheduled.

B. General Introduction to AACR2: Richard Schimmelpfeng

This session will present an overview of AACR2, its whys and wherefores

THE UNIVERSITY OF CONNECTICUT LIBRARY
Storrs, Connecticut 06268

particular emphasis on the major changes which will radically affect the library staff, the card catalog, and the library patron.

ALL staff are required to attend.

NOTE: Library staff who have not seen the Cataloging Department slide-tape presentation on cataloging should see this prior to attending the General Session. Contact the Audio Library where it is stored to set a time for viewing.

C. Level I - sessions 1 and 2 - Form of Entry: Joan Jensen and Eva Lederer

Mandatory for all staff, including those at regional campus and professional school libraries, who CONSULT (not create) records in the public catalog, the serials list, or the OCLC system. Pre-requisite: General Introduction to AACR2.

These two sessions will assist staff members who consult catalog records and bibliographic tools to locate monographic or serial items in AACR2 form. The training will illustrate by specific examples changes in the forms of different kinds of entries resulting from the implementation of the new cataloging rules and LC interpretation. Existing forms which the user will continue to encounter will also be reviewed, and the importance of authority work will be demonstrated. Staff will be acquainted with various methods of linking old and new forms of entry in the public catalog, and with the progress and order of procedure of the implementation of AACR2 in the various cataloges in the Library.

D. Level I - session 3 - AACR2 and the OCLC System: Nancy Orth

Mandatory for all staff, including those at regional campus and professional school libraries, who CONSULT the OCLC system in any capacity. Pre-requisite: Level I - sessions 1 and 2.

This session will consist of an explanation of how to access AACR2 bibliographic records and Library of Congress name authority records in the OCLC system, and how to interpret these records. Use of both new and old forms of entry will be stressed. The sessions will be structured for technical services and public servies staff separately in order to focus the presentation appropriately. The session for Technical Services staff will include a detailed interpretation of pertinent new fields and sub-field codes in bibliographic records and all fields in name authority records. The session for Public Services staff (and those from Technical Services who attend) will feature a discussion of the application of the above records in searching items in our library cataloges and in library tools such as the National Union Catalog, which still use old form of entry.

THE UNIVERSITY OF CONNECTICUT LIBRARY
Storrs, Connecticut

E. Level II - sessions 1 and 2 - Descriptive Cataloging and Choice and Form of Entry: Joanne Palko

Required for all staff who create or are responsible for a record which appears in the public catalog or in the serials list.
Pre-requisite: Introductory Session plus 1) familiar with the "Preface" rules 0.1-0.14, 0.21-0.29, 1.0-1.11F of AACR2 for Session 1. 2) familiarity with rules 20.1-20.4 and the "Introductory Rules" or "General Rules" of Chapters 21-25, and the completion of Session 1 before attending Session 2.

Bring a copy of AACR2 to the instruction sessions. In addition to the two instructional sessions a review session is also scheduled.

The instruction will incorporate decisions made by the AACR2 Inplementation Task Force and interpretations issues by the library of Congress. Level II, session 1 will be a detailed presentation of descriptive cataloging with emphasis on Chapters 1-3, 5-7, 11-13. Level II, session 2 will be a detailed presentation of choice and form of entry.

F. Level II - session 3 - Authority Work: Hazel Bass

Required for all staff who create or are responsible for a record which appears in the public catalog or in the serials list.

Pre-requisite: Attendance at Level II sessions 1 and 2 and the Review.

This session will define authority work and explain its objectives. Forms used in authority work at the UCONN Library will be provided and their use will be illustrated. Procedures used in authority work will also be explained. Examples of authority cards and reference cards generated by authority work will be shown. The format, content, and use of these cards in the Authority File and the public catalog(s) will be explained. The relationship of authority work and these files to the serials list will also be covered. Selected reference works and other bibliographic tools which may provide information needed for authority work will be discussed. Handouts will be provided.

All information presented at this session will be based upon interpretation and application of the Anglo-American Cataloging Rules (2nd edition) as announced by the Library of Congress, as well as decisions announced by OCLC and those of the Cataloging Advisory Committee and the Cataloging Department of the Library.

G. Level II - session 4 - AACR2 and the OLCL System: Cynthia Stansfield

Mandatory for staff indicated for above sessions at Level II.

Pre-requisite: Attendance at all previous level II sessions.

This session includes a detailed explanation from the point of view of interpretation and creation of machine readable AACR2 records, of the new fields, subfield, and fixed field codes in the various formats. Also included are the accessing of OCLC records of old and new forms of entry, new I and K bibliographic input standards and the use and interpretation of the Library of Congress name authority file.

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Storrs, Connecticut 06268

H. Session on Filing Rules - Author/Title Catalog. Unscheduled.

I. Session on Subject Catalog. Unscheduled.

Emergency Procedures.

A session will be developed in cooperation with Donald Bliss, Assistant Coordinator, Public Safety (University Fire Department) on handling emergency situations in the Library.

All staff will be requested to attend one of the session. Schedule to be announced.

Reference Interview Workshop

This workshop provides information and practice in the techniques of conducting an effective reference interview.

Appropriate for staff whose jobs require direct service to the public.

Schedule to be announced.

DEVELOPMENTAL ACTIVITIES

Speaker Series

A. "The University of Connecticut and Its Library - The First 100 Years."
ALBERT E. WAUGH, Provost Emeritus, University of Connecticut.

All staff are urged to attend this presentation by Mr. Waugh.

B. Other speakers not yet identified. Staff suggestions welcome!

Time Management

This workshop is intended to provide staff with a better understanding of how they use and abuse their time, and techniques for improving the management of time.

Open to all staff.

THE UNIVERSITY OF CONNECTICUT LIBRARY
Storrs, Connecticut 06268

Management Training.

Specific management training sessions are in the planning stages for Library managers. It is hoped that we can draw on the resources of the University's Institute of Public Service for conducting programs.

The schedule would be in the Spring and the schedule and content will be announced.

Staff Forum

The Forum will be held, when possible, on the last Friday of each month to allow staff to report on participation in professional activities as well as new developments in departmental activities and programs.

Staff who attend professional activities are expected, when appropriate, to participate in the Forums by providing a general report to staff. Sheila Creth should be contacted in order to determine a schedule for participating.

Instructional Materials to be Developed

The need to develop instructional materials for staff training continues to exist. Denise Dixson will be participating in a staff sharing activity with Sheila Creth during 1980-81 with the focus on assisting department heads and others on staff in the development of such training materials.

The following topics have been identified for attention this year - time permitting:

1. Audio-visual presentation on Call Numbers.
2. Telephone Etiquette.
3. Conservation of Library Materials.
4. Components of the AACR2 training.

As materials are developed, it is hoped that department heads will integrate them into the training plans for Library staff.

Emory University General Libraries
Personnel Survey Team Report (Draft)
Long Range Plan 1980/81

STAFF DEVELOPMENT

In the area of staff development, several tasks were delineated by the Personnel Survey Team.

Projections of numbers of staff and skills needed were outlined in several departmental and survey team reports. These are a part of Appendices 1 and 2.

Through a cursory examination of the personnel files, it was found we could not elicit skills of each employee. Even the librarians' files did not give skills information that would be very useful for long range planning purposes. Initially a survey form was planned to identify additional skills, career goals, and interests each employee would like to pursue, as well as employee suggestions for staff development programs which they felt would help them. This task was not accomplished. In order to set such a questionnaire in perspective, before surveying staff, a more thorough assessment must be made of skills that will be needed in the near future. To simply ask employees for information about their existing skills, career goals and interests, without providing a context or framework of organizational goals within which they may respond, could prove frustrating to employees and raise false hopes as to the future use of existing skills or training in areas for which interest is expressed. We do, however, recommend that this task be pursued as part of the library's long range plan when organizational goals are developed and long term directions clarified.

As stated in the Resource Book on Staff Development published by the Association of Research Libraries, January 1979:

> Libraries possess two central resources: their vast collections and the people who guide users through these collections. It is understandable that these two resources require the majority of budget allocations. While the costs of developing collections can be charted and justified, the costs for staff development are harder to document. And while specific needs to build up collect strengths can be demonstrated, the needs for developing face technological and organizational changes are not as easily justified.

This notebook goes on the say:

> Staff development may be defined as the process used to guide and encourage staff members to develop their skills and capabilities in relation to organization needs. This concept is somewhat different from continuing education, which is lifelong personal and professional development. . . . In examining the staff development function of academic libraries, two purposes should be kept in mind: (1) meeting library staffing and operational requirements, and (2) assisting the staff member to develop and achieve personal aspirations. That is, the intent of a staff development program is to improve the performance of both the individual and the organization. In doing this, staff development can be a vital tool of management that makes an important contribution to the effectiveness of the individual as an individual and as a member of an organization.

With the appointment of Herbert F. Johnson as Director of Libraries, a high priority began to be placed on staff development. In 1979, two new library budget lines were added which impacted training: 1) Staff Development, and 2) Consultants and Honararia. In addition, the Travel line was significantly increased.

The responsibilities for staff development planning and coordination were assigned to the Assistant to the Director; however, in a number of ARL libraries responsibilities for staff development are a function of the Personnel Librarian's position. If a Personnel Librarian is to be appointed, certainly consideration should be given to whether qualifications for staff development should be a part of the requirement for this position. A number of persons in these combined positions have stated that staff development falls by the wayside as personnel must come first. Some persons, however, do juggle the two responsibilities very well. Certainly, at present, staff time is not available to do the indepth program planning and development that is needed as the General Libraries moves into a myriad of new areas (e.g. preservation, automation, collection development).

An excerpt from the Director of Libraries annual information letter to the Vice President for Arts and Sciences provides a summary of staff development activities for the past year (memo dated August 28, 1980):

1979/1980 has been a year of new beginnings and noteworthy accomplishments. The organization of a formal staff development and continuing education program is one. Included in this program were workshops for staff on library automation, survey techniques, supervisory skills, performance evaluation, and techniques of management. A total of 68 people participated in one or more of the eight different workshops sponsored by the General Libraries. Another facet was supporting staff members attendance at specific programs elsewhere. Forty-two people, including general staff, attended 56 different programs and workshops covering topics such as archival skills, automation, management, equipment repair, data-base searching, bibliographic instruction, preservation, secretarial skills, affirmative action, and Friends, conducted by groups such as the Society of American Archivists (SAA), the Association of Research Libraries (ARL), the American Management Association, (AMA), the American Library Association (ALA), Panasonic, Inc., Southeastern Library Network, Inc., (SOLINET), and the Council on Library Resources (CLR). The introduction of supervisory skills and management topics to virtually all the staff has been an important factor in increasing awareness by each worker of how his or her own responsibilities relate to organizational goals and has brought about more positive understanding of good supervision. Employees are encouraged to be members and to attend local, regional, and national meeetings of appropriate organizations. Eighteen of 27 professionals attended at least one regional or natioanl meeting during the year. The General Libraries co-sponsored a special workshop, Business in the Paperless Society, at Georgia Tech in April. Seven librarians served in leadership, committee, or Board positions on regional or national organizations. The Director was elected to a three-year term on the Board of the Southeastern Library Network, Inc., (SOLINET). Through coordination and centralized planning of library staff development, all of these efforts have been directed towards activities which contribute to current services and programs of the Emory libraries.

See appendix 14 for a list of employee activities for 1979/80.

In libraries, as in most areas of academia, the first few promotions are based primarily on technical competency. If these people continue to be promoted they are eventually moved into positions of management where their responsibilities suddenly change. Now, rather than doing much of the technical work themselves, their role becomes helping others; delegating, planning, budgeting, training, decision making, problem solving, etc. This transition in roles, for most, does not come automatically since it is such a radical shift of gears in priorities and responsibilities. Therefore, this first year of having

a staff development budget a concerted effort was made to provide supervisors with the beginnings of a foundation in the principles of basic good management. Workshops were also held on Goals Based Planning and Review System techniques, which is a management tool to help provide supportive and open communications, and, which provides a mechanism for employees and supervisors to together focus on how best the work at hand may be accomplished. An ad hoc Committee on Goals Based Planning and Review System, chaired by Linda Sapp, Catalog Department, is now completing the General Libraries test program, and it is anticipated a Goals Based system will be in place Spring Quarter throughout the Library.

One of the main things we learned from an end of the year staff development cost analysis is that workshops developed specifically for library personnel at Emory have been less costly per person than University general programs on the same subject (e.g. the cost to have Deanna Marcum, a Training Specialist with the Association of Research Libraries, conduct a 1 1/2 day [12 hours] workshop on Library Management/Supervisory Skills was $45 per person [including her transportation, lodging, and all expenses connected with use of the Houston Mill House]). The charge for a 12 hour supervisory training program sponsored by the University and conducted by faculty of the School of Business Administration was $50 per person.

To adequately build on the Staff Development foundation laid in 1979/80 for growth, it is vital that increased funds be budgeted for staff development.

It is important to be able to hold longer workshops (1 day or more) in a setting outside the library. We have found, this past year, that the informal communications and sharing which take place in a setting such as the Houston Mill House contributes significantly to the effectiveness of some workshops. Also a statement of the impotance of these workshops is made when they are held

elsewhere. Funding for use of the Houston Mill House should be included in the staff development budget.

Further support is needed to send key people to advanced management programs. Our top management echelon must be prepared to help employees adjust to the radical changes occurring in library operations during the next few years, plus coping with a possible reorganization to increase efficiency and effectiveness of operations. Most of our librarians will be doing more managing in the next few years and will be using less and less of their technical skills. They, too, must be helped to make the transition from seeing themselves as basically technical people, who also happen to supervise, to seeing themselves as full fledged managers whose prime responsibility is supervisory.

To adequately plan for change in the area of automation, considerable allocations of funds will be needed.

There are very few persons available for employemnt on a fulltime basis with preservation skills. We must train our own key people, and, in turn, have them train additional library staff. To prepare for commencing a preservation program of some magnitude—a project which will only incrase in cost if delayed—is a must for the General Libraries within the next two years.

Exhibit A, page 60, lays out staff development goals and emphases for 1980/81. Plans for 1980 - 1982 include a continuation of directions commenced during 1979/80. Figure 26 contains a rough list (but must not be considered in any way an exhaustive list) of areas of staff development concentration for the next two or so years (includes some specific activities already in the developmental stages):

Emory supervisory programs
American Management Association workshops - send key people
Statistical Methods for Librarians Seminar (3 already attended)
Public Relations Workshops
Audiovisual repair/presentation/production workshops
Inhouse workshops
Advanced management skills seminars - as available
Motivational Dynamics Program - as interested
Automation
    Data base skills - continue to send persons to refine & expand skills
    Catalog/Serials/Acquisitions/Circulation Systems (training for planning purposes)
    AACR-II - skills for all catalog staff
Preservation - send key library staff to workshops as available with an eye to hiring a consultant to work with these persons to develop inhouse training programs (both initial and packaged) and commence a comprehensive library preservation project)
Documents (Census, etc.)
Inhouse workshops on
    Goals and Objectives
    Communications
    Problem Solving/Decision Making
Film presentations (build mini workshops around using local facilitators):
    Helping: A Growing Dimension of Managemnt
    Time Management and A Perfectly Normal Day
    Others as time permits
Fund Raising - how to be effective
Interviewing: Performance Appraisal, employees, prospective employees, etc.
Workshop for supervisors on inhouse-training programs (need for/objective of/who for/what to include/how to develop, etc.)
Affirmative Action Program Series
    Full day using Dr. Rosabeth Moss Kantor's management material (same program presented to Emory Vice Presidents and Deans)
    Also a 3 hour program for all staff (program to be repeated) to cover Emory's Affirmative Action Program (e.g. grievance procedures, employment, EEO laws,).
Collection Development workshops
Bibliographic Instruction Workshops (elsewhere and maybe inhouse)
Archives/manuscripts/Special materials workshops (e.g. processing, special care of, mounting exhibits, collecting).

Staff Development Officers at several large research libraries, including Harvard, have expressed interest in a librarian exchange program. Certainly this could be of considerable value, even if just among the University Center in Georgia libraries.

The Robert W. Woodruff Library for Advanced Studies

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

Office of the Director

TO: Herbert F. Johnson
Director of Libraries

FROM: Janet Paulk
Staff Development Officer

DATE: September 16, 1980

STAFF DEVELOPMENT EMPHASES - GOALS

Overlay Goals Based Performance Evaluation

1. Continue management training
   a. Problem solving/decision making
   b. Goals and objectives
   c. Communication
   d. Time management
2. Orientation
3. Skills training
   a. In house/on-the-job
      1. How to develop program
      2. Develop programs for internal use
   b. Programs elsewhere
4. Encourage continuing education
5. Goals and Objectives
   Note: personal/career and how they mesh with the organizational goals
6. Appoint/elect staff development committee

JP:rd

It could be of value to Emory if several joint trips were made by librarians and faculty to explore good collection developent programs, innovative bibliographic instruction programs (e.g. those which have on-line searching as part of the classroom experience) and library facilties that have automated their catalogs and circulation services. Funding for such excursions would probably have to be located outside the Library's budget.

The library should move in the next few years towards developing more inhouse library wide and departmental educational and skills training programs which should include self-instructional slide presentations and computerized programs, (e.g. emergency procedures, library operations overview for orientation, student assistants training, Library of Congress cataloging system, preservation procedures, automated Catalog Use procedures, retrospective conversion procedures).

More and more librarians and some general staff will be moving into positions of supervision. Every person involves in supervision should be provided supervisory training within their first six months on the job. According to the new SPEC kit from ARL on Affirmative Action Programs, some ARL members are already providing such support.

Consideration must be given to preparing people for changing jobs as the work to be done changes. Preparation for promition and career development is also a part of good affirmative action and staff development programs. Appendix 15 contains excerpts from the ARL SPEC kit mentioned above which outlines components of two progressive programs: The Library of Congress and the National Library of Medicine. Obviously, because of their size they can have programs we could not conduct; however, they are the leaders and many of the activities they are engaged in are transferrable. A careful exploration of the nuts and bolts of these and other career development and affirmative action programs should be made in the near future.

We further recommend that the library's organizational structure include the flexibility to be able to use discovered talent. We recommend a mechanism be developed for people to be able to share their existing skills as appropriate and new skills as they are gained. More and more research libraries are offering their librarians the opportunity to do more than one type of work. As automation becomes more prevalent, less personnel will be needed in tehcnical services, but we forsee the interplay between librarians and patrons increasing as librarians do more searching than directing of researchers and students to materials. Accordingly, the need for larger numbers of librarians to learn online bibliographic searching is one forseeable skill that will be in increasing demand in the future. In Universities such as Georgia State, all librarians participate in bibliographic instruction. In order that all students who graduate from Emory may have the opportunity to become proficient in utilizing new information searching and retrieval skills (see pages 1-3 of this report), we will need considerably more persons involved in bibliographic instruction. As the Administration and Faculty are educated to understand the need for bibliographic instruction to be a part of the Emory curriculum, it will be important that we have large numbers of librarians trained to meet the University's needs. We recommend the continuation and expansion of internal exchange programs.

In the area of media, at all levels, but particularly production and repairs, added training is and will continue to be needed.

Further it will be necessary to build into our automation projects, funds not only for initial training, but for developing packaged training programs to provide for the future when we experience staff turnover.

A key to the future of Emory libraries, which can enable us to do our part in helping to provide excellence in education, is a good staff development program. The materials AND large numbers of well-trained personnel are both vital if we are to be the information teachers and innovators that Emory needs for tomorrow.

APPENDIX 14 - page 1 of 2

1979/80 Workshops/Seminars in which General Libraries Staff Participated
(Excludes organizational meetings at all levels):

Supervisory Skills Workshop
Goals Based Performance Evaluation Workshop
Motivational Dynamics Management Seminar
Anglo-American Cataloging Rules-II seminars
Planning for an Online Card Catalog
Business in the Paperless Society: Information Retrieval at Work
How to Conduct a Long Range Planning Project
Helping Relationships (Film presentation)
Film Previews (5 during the year for staff)
Paul B. Kantor - User Survey techniques
Writing Improvement
Personnel Record Keeping
BRS Training - online searching
Seminar on Standards of Arrangement & Description for Archives and Manuscripts
Georgia Studies Symposium
Photo Show International
Spring Photo Show
Society of Georgia Archivists' Spring Workshop
Introduction to Non-bibliographic Online Data Base Services
Online '79 Conference on Computerized Dwtabases
Southeastern Conference on Approaches to Bibliographic Instruction
LACUNY Preconference on Bibliographic Instruction
Predicasts Training Session
Statistical Methods for Decision-making in Libraries
Reference Service in Transition
ORBIT Search Services Training Session
20th Century Documentation Seminar
Catalog Cost Model Study
GLA Spring Workshop
DIALOG Biomedics Seminar
Chemistry Abstracts Service Workshop on Chemitsy Substances Retrieval
Medical Association of Georgia Scientific Assembly Seminar on new developments in medical information retrieval
Excerpta Medica Workshop
SLA Continuing Education Workshop on the Economics of Library Service
DOE Workshop on Energy Information
Science Citation ISI Seminar
GPO Workshop for Depository Librarians
1980 Census Users Workshop
Meeting with Staff of the Congressional Joint Committee on Printing
Seminar for Advanced and Executive Secretaries
Seminar for Secretaries and Administrative Assistants
The Environment for Libraries in the 1980's
ACRL Preconference: Designing Staff Development Programs for Academic Libraries
Panasonic Video Product Exhibit
Eiki 16mm Repair Workshop
Panasonic Video Service Seminar
ILL and SOLINET network meeting
1980 Census of Population, HMusing Data User Conference
Economic Censuses User Conference

1979/80 Workshops/Seminars in which General Libraries Staff Participated
(excludes organizational meetinga at all levels):

Preservation and Resotration of Photographs
Copyright Task Force Program
Society of Georgia Archivists Fall Workshop
Society of American Archivists Introductory Seminar
Annual Workshop on College and University Archives
Preconference on Library Effectiveness: State of the Art
LITA Acquisitions Workshop
Martin Luther King Seminar
Evaline Jackson Lecture and workshop on Library Services to the Handicapped
Regulation, Deregulation and Inflation Seminar
Third Institute on American Book Publishing
GLA Interlibrary Loan meeting
Sueprvisory Training Course for First and Second Line Supervisors
25th Allerton Instiute, Organizing the Library Support: Donors, Volunteers, Friends

ACTIVITY DESCRIPTIONS

STANFORD UNIVERSITY 4/80

DATE April 15, 1980

TO Directors, Department Chiefs, Branch Librarians, Unit Heads

FROM Carolyn Henderson and Karen Persons

SUBJECT Department, branch and unit introductory sessions for staff

In conducting orientation sessions for staff, the Orientation Committee has received several comments that more in-depth information on various units of SUL would be desirable. The Personnel Office has also had suggestions from staff who have been in the system for some time that such introductory sessions be offered. Several units are currently offering this type of staff development activity, but we would like to organize a series of these sessions on a regular basis.

We are proposing that each department, branch or unit offer a one-hour introduction, the content of each presentation would be left to the unit head, but explanations of the functions of that unit, introduction of personnel, and tours where appropriate would be recommended.

Since there are over 30 areas within SUL which could offer such a program, scheduling only one session a month would take two years to complete all units, and by that time some employees have come and gone. We are encouraging you to consider offering a session once or twice a year. Would you please comment on the feasibility of offering this type of staff development activity by your unit:

• STANFORD UNIVERSITY • OFFICE MEMORANDUM • STANFORD UNIVERSITY • OFFICE MEMORANDUM • STANFORD UNIVERSITY • OFFICE MEMORANDUM

If willing to participate in a regularly scheduled series, please indicate first and second choices for scheduling purposes. The time of the day these are held will be at each unit's request.

_____ July 1980	_____ January 1981
_____ August 1980	_____ February 1981
_____ September 1980	_____ March 1981
_____ October 1980	_____ April 1981
_____ November 1980	_____ May 1981
_____ December 1980	_____ June 1981

Department, Branch or Unit _____

Preferred day of the week and time _____

Maximum number of staff which could be accommodated at one time _____

Thank you for your cooperation. Please return the forms to the Library Personnel Office by May 2.

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DATE June 10, 1980

TO Distribution

FROM Karen Persons

SUBJECT Dept., branch and unit introductory sessions for staff

I have outlined a schedule for the staff development series which will be offered to staff who wish to learn more about units in SUL. Dates have been confirmed with those who will be giving these sessions through December; the ones scheduled from January through May will have dates set sometime this fall. If those in the group would like to set a date now, give me a call.

The sessions will be announced individually in the Library Bulletin about 2-4 weeks ahead of each presentation. Staff will be asked to call each unit directly to sign up so that you can keep track of numbers. As these sessions get underway, Carolyn Henderson and I will be very interested in hearing your comments and suggestions. If the series is continued, we want to be sure that the needs of staff are being met. Thanks for your cooperation.

July 31, 9:00 - Conservation Office
August (date and time to be determined) - Science Branches
August 26, p.m. - Government Documents
September 9, 10:00 - Art Library
September 23, 11:00 - Map Collection
October 15, 10:00 - Binding and Finishing
November 12, 3:00 - Meyer Library
November 19, 3:00 - Music Library and ARS
December 4, 10:00 - University Archives
January - Government Documents
February - Current Periodicals/Microtexts
March - Catalog Dept. (C. Fleishauer's unit, 2 presentations)
April - Science Branches
April - Interlibrary Services
May - Music Library & ARS
May - Conservation Office

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cc: C. Henderson D. Weber

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Stanford University Libraries

INTRODUCTIONS TO SUL

EVALUATION FORM

You recently attended a session in the _____
where the services were explained and staff members were introduced.

Would you please take a few minutes to answer the following questions so the value of these sessions can be determined?

1. What were 2 or 3 of the most interesting or informative things you learned?

2. Was the presentation about the right length of time? If no, please explain.

3. Was the time you were away from your own work worth the time you spent at this presentation? If no, please explain.

4. Other comments.

Return this form to _____ _____. Thanks.

1/81

LIBRARY PERSONNEL WORKSHOP

AGENDA

I. PURPOSE

II. EMPLOYMENT

- A. Student Employment
- B. Non-exempt Employment
- C. Exempt Searches
- D. Interviewing Techniques

III. AFFIRMATIVE ACTION

- A. Employment
- B. Staff Development

IV. PERFORMANCE APPRAISAL

V. ACCELERATED AND DECELERATED PROGRESS

VI. SALARY SETTING AND PAYROLL ACTION

- A. Exempt - Spring Process
- B. Non-exempt
- C. Student

VII. ADMINISTRATIVE GUIDE; POLICIES AND PROCEDURES MANUAL

- A. Leave Regulations
- B. Disability
- C. Change in Status

VIII. JOB DEFINITION AND WRITING JOB DESCRIPTIONS

- A. General
- B. Exempt
- C. Non-exempt

IX. CLASSIFICATION/PROMOTION

- A. Non-exempt
- B. Exempt

X. EMPLOYEE RELATIONS

- A. Communication
- B. Resources

XI. TRAINING AND STAFF DEVELOPMENT

OHIO STATE UNIVERSITY

Performance Appraisal and
Interviewing Skills Workshop

March 24-25, 1981
AGENDA

Tuesday, March 24	
9:00-9:30 a.m.	Introduction
9:30-10:30 a.m.	Determining position qualifications o Exercise
10:30-10:45 a.m.	BREAK
10:45-12:00 noon	The initial screening process o Exercise
12:00-1:30 p.m.	LUNCH
1:30-2:15 p.m.	Preparing to interview job applicants
2:15-3:00 p.m.	Interviewing skills/Equal Employment Opportunity implications
3:00-3:15 p.m.	BREAK
3:15-4:45 p.m.	The Interview exercise
Wednesday, March 25	
9:00-10:30 a.m.	Problems and issues in performance appraisal
10:30-10:45 a.m.	BREAK
10:45-11:15 a.m.	Supervisor's role in performance appraisal o Helping/counseling o Giving feedback o Clarifying expectations
11:15-12:45 p.m.	Performance appraisal interviews o Exercise
12:45-1:00 p.m.	Closure o Summary & Evaluation

November 15, 1979

RICE UNIVERSITY

OUTLINE FOR WORKSHOP
ON SUPERVISORY SKILLS FOR
RICE UNIVERSITY LIBRARY STAFF

Tuesday Evening

7:00 - 9:00 Orientation: What, Why, How of the workshop?

Problem Census: What do they encounter as supervisors?

Wednesday Morning

9:00 - 10:30 Organizational Diagnosis

- o Conceptual framework for understanding the problem, role, and relationships of supervisors in library organizations.
- o Case study
- o Review of learnings

BREAK

10:30 - 12:00 Further discussion of the relationship of their problems to the conceptual framework.

12:00 - 1:30 LUNCH

1:30 - 3:00 Supervisory Functions

- o Discussion of what a supervisor does, resources available to help them be effective, and the evolving role of the contemporary supervisor.

BREAK

3:30 - 5:00 Managerial Assumption and Philosophy

- o An exercise aimed at understanding staff motivation and the role of managerial philosophy in getting high commitment to organizational goals.

Wednesday Evening

7:00 - 9:00 Team Building Session

- o An exercise aimed at identifying essential ingredients in successful group problem-solving and decision-making.

Thursday Morning

9:00 - 10:30 Communication Skills for Supervisors

- o Lecture on components of successful communication process (active listening, clarifying, paraphrasing and giving and receiving feedback).
- o Exercise on giving and receiving feedback.
- o Discussion of learning.

BREAK

10:30 - 12:00 Communication Skills Important in Managing Conflict.

- o A personal inventory for characteristic approaches in dealing with conflict.
- o A discussion of techniques and methods for managing differences in an organizational context.

12:00 - 1:30 LUNCH

1:30 - 3:00 The Employment Process: Supervisory Responsibility.

- o Selection, orientation and initial training (a lecture and discussion).
- o An exercise centered around the selection interview.

BREAK

3:00 - 5:00 The Employment Process: Reviewing Performance and Dealing with Problem Staff.

- o A review of current concepts.
- o A discussion of their experience.
- o Provision of methods and teaching.

CLOSURE

The Robert W. Woodruff Library for Advanced Studies

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

Office of the Director

MEMORANDUM

TO: General Libraries Staff

FROM: Herbert F. Johnson
Director of Libraries

DATE: January 30, 1981

SUBJECT: Affirmative Action Workshop

On Wednesday, February 4, 1981, 2:00 - 5:00 p.m. in room G-14, the General Libraries Affirmative Action Committee is sponsoring an affirmative action workshop for all staff (to be repeated Wednesday, February 11, 1981, 9:00 a.m. - 12:00 noon in room G-14). These three-hour workshops will be conducted by Ms. Beth Fleming and Dr. Jerome Ratchford, of Emory's Equal Opportunity Programs Office, Ms. Janet T. Paulk, and the Library Affirmative Action Committee. The workshops will provide an opportunity for you to learn more about Emory's Affirmative Action Plan, how it affects each of us and our jobs, how you can benefit from it, and your responsibilities as an employee to help implement the University's plan.

Attached is an agenda, a case study, and a copy of the index to our University's Affirmative Action Plan. Please read the case study and come prepared to discuss it during the workshop. Copies of the Plan are in the Staff Development Library, the General Reference Department, and Special Collections.

I am excited about these workshops and am looking forward to seeing you. If you have scheduling problems, please let me know.

HFJ/pk

Enclosures

General Libraries Affirmative Action Committee
Ginger Cain, Special Collections, Chair
Betty Crosby, Catalog
Charles Denard, Candler Library
Elizabeth McBride, Documents
Janet Paulk, Administration (ex officio)
Jay Starratt, Circulation

SCHEDULE

GENERAL LIBRARIES
EMORY UNIVERSITY
AFFIRMATIVE ACTION WORKSHOP
FOR ALL STAFF

February 4, 1981
2:00 - 5:00 p.m.

February 11, 1981
9:00 a.m. - 12 noon

G-14

February 4	February 11	
2:00 p.m.	9:00 a.m.	Welcome and Introductions Herbert F. Johnson, Director of Libraries and Ginger Cain, Chair Library Affirmative Action Committee
2:15 p.m.	9:15 a.m.	Overview and Discussion of Emory University Affirmative Action Plan and Goals Beth Fleming, Coordinator, Equal Opportunity Programs
2:50 p.m.	9:50 a.m.	Tale of O, Slide Presentation and Discussion Jerome Ratchford, Assistant Coordinator, Equal Opportunity Programs
3:45 p.m.	10:45 a.m.	Break
4:00 p.m.	11:00 a.m.	Staff Development and Affirmative Action Janet T. Paulk, Library Staff Development Officer
4:15 p.m.	11:15 a.m.	Case Study Discussion Beth Fleming Jerome Ratchford Jay Starratt, Library Representative to University Affirmative Action Committee
4:50 p.m.	11:50 a.m.	Closing remarks Ginger Cain

Affirmative Action Case Study

Situation:

A Building Supervisor's position opens up when the former supervisor is trampled to death opening the door on a Sunday afternoon. (Action form and job description attached).

Current staff (EEOC category secretarial/clerical)

Total	Female	Black
57	23	3

Affirmative Action Goal (set at 1 year intervals)

Female	Black
27	6

Full utilization

Female	Black
41	13

Three people have applied for the job—one white female and two white males. One of the males has been working for six months in the library's Reference Department.

1st INTERVIEW

"Mr. _____. There is a Ms. Terry Cloth to see you."
"Ms. Cloth? Well I guess Terry is an ambiguous name. Send her in."
"Hello Ms. Cloth, I'm _____."
"How do you do?"
"I'm fine. Have we met before?"
"Well I did work for the University before. I was the Chief Counselor in the dormitory complex a few years ago."
"Oh yes, now I remember. Why did you leave that job?"
"I decided to take two years off in order to care for my child."
"So you have a child. This job does have very strange and flexible hours and we count on the supervisor to be here except in the case of nuclear war. With a child to care for you might have some trouble meeting such expectations."
"Well Mr. _____, I don't think it would be a problem. I would not have applied for the job if I did not feel I could handle the responsibilities."
"Well alright. The other difficult aspect of this job concerns your role as the voice of authority. You would be responsible for any security or discipline problem—you must be able to command respect, and you will have a sizable student staff to supervise as well."
"Mr. _____, I was chief of 15 Resident Advisors in a coed dormitory complex. I am unlikely to encounter anything new as Building Supervisor."
"O.K. Terry. We have a few other applicants to interview. We'll be in touch."

INTERMISSION

After Ms. Cloth leaves, Stephen Smith sticks his head in Mr. _____'s door. He has been assistant Building Supervisor for a year and a half and has done an excellent job.
"Mr. _____? I hope you pick a good one. I don't want to work for a creep. Present company excepted, of course."
"I'll do my best, Stephen. By the way, why didn't you apply?"
"I don't have a degree."
"Oh yeah. I forgot."

2nd INTERVIEW

"Mr. _____, there is a Mr. Steele to see you."
"Send him in."
"Hello Mr. Steele. I'm _____."
"Yes sir. How do you do?"
"I'm fine. I see by your aplication that you were an M.P. in the service, and I see by my eyes that you are the biggest human being I've ever met."
"Yes sir, I was an M.P. in Germany. I'll have to take your word about your acquaintances."
"Well then, I imagine you're familiar with security and discipline problems."
"Yes sir. I know how to deal with behavior problems. Although, to be truthful, no one gives me much trouble."
"Yes sir. Are you married?"
"No sir."
"You wouldn't have any trouble with the hours then?"
"No sir."
"Fine. It's been a pleasure talking with you Mr. Steele. We will be in touch."

3rd INTERVIEW

"Hello Pat. Come in."
Hello Mr. _____."
"How long have you been working in the Reference Department?"
"About six months now."
"What are your duties over there?"
"General clerical work. I do some typing, some filing. You know a lot of this and a lot of that. I'm ready to move on now. Those people are crazy."
"Don't I know it."
"The reference job is the first job you've had isn't it? You've never supervised anyone or dealt with the public?"
"That is all correct. However, I am sure I could do the job, and I meet all the posted qualifications. I've done excellent work in Reference, and I feel the library is wasting my abilities."
"I understand, Pat. You do know though that we have to evaluate each applicant in relation to their experience and the duties of the job."
"Yes, I understand that."
"O.K. Well we'll let you know as soon as we make a decision."

And what is that decision?
Is motherhood penalized?
Is faithful service to the library rewarded?
Is faithful service to the country rewarded?
Will Stephen Smith come to his senses and find a better job?
Will all the crazies in Reference be locked up or transferred to Special Collections?

Jay Starratt
1/28/81

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GENERAL LIBRARIES

EMORY UNIVERSITY, ATLANTA, GEORGIA

POSITION DESCRIPTION

TITLE: BUILDING SUPERVISOR

CLASSIFICATION: LIBRARY ASSISTANT III

DEPARTMENT: Circulation Services

RESPONSIBLE TO: Head, Circulation Services

GENERAL FUNCTION

Under minimum supervision, responsible and accountable during scheduled hours of service for the security of Woodruff Library and for the supervision of shelving in stack areas.

SPECIFIC DUTIES

Make rounds of the building to enforce library rules, maintain order, and handle problems arising with library users. Check security devices such as emergency doors, locks and windows. Secure building at closing time. Implement appropriate procedures when building emergencies arise.

Train and supervise the work of several part-time student shelvers; plan, supervise, and execute shifts of the collection, with responsibility for primary maintenance of collections on one or more stack floors; deliver library notices to studies and carrels; as necessary, shelve books and journals.

Monitor library equipment such as book conveyors, elevators, desks, and pneumatic tubes; report the need for Physical Plant or outside repairs when necessary.

Provide security for special displays in the Library.

Provide back-up duty at Circulation Desk and Door Control Desk.

Related duties as required.

MINIMUM QUALIFICATIONS

Degree from an accredited four year college or university. Demonstrated dependability and supervisory ability. Physical stamina required for constant walking and lifting books. Demonstrated maturity of judgment required to handle disciplinary and security problems.

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EMORY UNIVERSITY - PERSONNEL OFFICE

EMPLOYMENT REQUISITION

To: EMPLOYMENT SUPERVISOR Date January 29, 1981

From: _____ Department Robert W. Woodruff Library

It is requested that employment action be initiated immediately to secure best qualified applicants for the following position:

Title Part-time Library Assistant III - Building Supervisor Date needed Immediately

Circulation Department

Brief job description Train and supervise the work of several part-time student shelvers plan, and supervise shifts of the collection; when necessary, shelve books and journals; make rounds of the building to enforce library rules, maintain order, and handle problems arising with library users; check security devices, such as emergency doors; secure building at closing time; implement appropriate procedures when building emergencies arise, provide back up duty at several desks, related duties as required.

Basic qualifications Degree from an accredited four year college or university. Demonstrated dependability and supervisory ability. Physical stamina required for constant walking and lifting books. Demonstrated maturity of judgment required to handle disciplinary and security problems.

Normal weekly work schedule Total approximately 20 hours. Schedule to include some evening and weekend hours, to be worked out with the department head. Variation in schedule possible for each quarter

Please refer applicants to _____

Telephone extension 6861

Building Robert W. Woodruff Library

Room number E-22

Starting salary (range) $4.31 per hour Account number* _____ _____

_____

Signature of approving official*

* signature indicates availability of funds in budget for current year.

Additional comments:

February 1981 Affirmative Action Workshops - all library personnel invited.

NOTES FROM TALK BY JANET PAULK TO INTRODUCE THE SLIDE SHOW A TALE OF "O"

A Recent day long workshop for supervisors dealt with Dr. Rosabeth Moss Kanter's management theories which relate to Affirmative Action. In her book Men and Women of the Corporation, Dr. Kanter provides insights into the impact of relative numbers on people's performance in work groups. She noticed that many of the problems of women and Blacks were greater when they were a small minority in their work group, and that a general principle of relative numbers was involved.

She chose to speak of X's and O's rather than of men, women, Whites, and Blacks; and in presenting her findings to large audiences, it quickly became apparent that people were intrigued by the ideas and by the use of abstract symbols for people; everyone could recognize the discomfort and uncertainty of being one of the few among the many.

A Tale of "O" explores the consequences of being different. It focuses on a group of people in which there are "the many," referred to as the "X's," and "the few," referred to as the "O's". What makes a person an "X" or an "O"? Simply being difference from the majority of the group members in any particular dimension make someone an "O". The difference can come from a wide variety of factors—age, sex, race, language, occupation, status, or even such matters as hair style or length. A great many factors can be used to divide a group into "the few" and "the many," but, of course, some factors are more conspicuous and more frequently used, to differentiate people.

Numbers, of course, are not the whole story; they are only one chapter. Dr. Kanter's framework also highlights the importance of Opportunity, which includes career ladders, educational pathways; growth and challenge in jobs, and she highlights Power which includes access to resources, information, and support through both job activities and political alliances. These additional concepts are necessary to understand fully how job situations affect people. Men and Women of the Corporation discusses these issues in detail and can be referred to for more complex ideas about larger organizational structural issues. But the issue of Relative Numbers covered in A Tale of "O" is certainly a good start for understanding and opening dialogue about conditions making people effective—or ineffective—in organizations.

The Robert W. Woodruff Library for Advanced Studies

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

Office of the Director

MEMORANDUM

TO: Participants, Affirmative Action Workshop

FROM: Herbert F. Johnson
Director of Libraries

DATE: March 10, 1981

SUBJECT: Affirmative Action Program

On Monday, March 16, 1981, the General Libraries Affirmative Action Committee* is sponsoring the second session of the Affirmative Action Program for supervisors. This half day session will include presentations/discussions by not only Beth Fleming, but Harriett Boerner, Chief of Employment, and Lorrie Nadler, Training Coordinator.

Attached is a list of all persons invited to attend and a schedule of the day's activities.

This session will focus on the pragmatic aspects of affirmative action versus the more theoretical concepts of management and affirmative action of our full day session.

Enclosed is the March 16 agenda and interviewing tips which may be of use in the practice interviewing sessions. I look forward to seeing you at the Houston Mill House next Monday, and if you have scheduling problems, please let me know.

HFJ/abd

*General Libraries Affirmative Action Committee
Ginger Cain, Special Collections, Chair
Charles Denard, Candler
Elizabeth McBride, Documents, Library representative to University Affirmative Action Committee
Janet Paulk, Administration (ex-officio)
Pat Trice, Catalog

Enclosures

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SCHEDULE

GENERAL LIBRARIES
EMORY UNIVERSITY
AFFIRMATIVE ACTION PROGRAM FOR SUPERVISORS

MARCH 16, 1981
Houston Mill House

1:00 p.m. Introductions and Discussion of Evaluations from the February 4 and February 11, 1981, workshops.

1:20 p.m. Affirmative Action effects on Personnel Practices -
Harriett Hoerrner, Chief of Employment, Emory University

2:00 p.m. Staff Development and Affirmative Action -
Lorrie Nadler, Training Coordinator, Emory University

2:30 p.m. Small group practice interviewing sessions

3:15 p.m. Break

3:30 p.m. Discussion of small group reports from January 21 workshop; develop plans and priorities for the future -
Ginger Cain, Chair, Library Affirmative Action Committee;
Beth Fleming, Coordinator, Equal Opportunity Programs, Emory University;
Herbert F. Johnson, Director of Libraries

4:30 p.m. Summation - Beth Fleming

4:50 p.m. Evaluation forms distributed and filled in

5:00 p.m. Discussion/Social Hour

GENERAL LIBRARIES
AFFIRMATIVE ACTION PROGRAM
EVALUATION

1. Which session of the Affirmative Action program did you attend?
_____ Wednesday, February 4, 2:00 - 5:00 p.m.
_____ Wednesday, February 11, 9:00 - 12:00 a.m.

2. In general how interesting was the program?
_____ very interesting
_____ interesting
_____ neither dull nor interesting
_____ dull

In general, how useful was the program?
_____ very useful
_____ useful
_____ neither useful nor useless
_____ generally useless

3. Was the presentation

_____ too long,	_____ too short,	_____ or about right?
_____ too fast,	_____ too slow,	_____ or about right?
_____ too elementary,	_____ too advanced,	_____ or about right?

4. How would you rate the following aspects of the program?

	Excellent	Good	Fair	Poor
Content of program (in general)	_____	_____	_____	_____
Choice of presenters (in general)	_____	_____	_____	_____
Clarity of presenters (in general)	_____	_____	_____	_____
Overview of responsibilities of G.L. Affirmative Action Comm.	_____	_____	_____	_____
Overview of Equal Opportunity and Affirmative Action	_____	_____	_____	_____
"Tale of O"	_____	_____	_____	_____
Discussion following "Tale of O"	_____	_____	_____	_____
Case study and discussion	_____	_____	_____	_____
Advance information about program (agenda, case study, etc.)	_____	_____	_____	_____

Please make additional comments about any of the above points:

5. How helpful was the program in increasing your understanding about Equal Opportunity and Affirmative Action in general
_____ very helpful
_____ moderately helpful
_____ slightly helpful
_____ not helpful

Equal Opportunity and Affirmative Action at Emory University
_____ very helpful
_____ moderately helpful
_____ slightly helpful
_____ not helpful

Equal Opportunity and Affirmative Action in the General Libraries
_____ very helpful
_____ moderately helpful
_____ slightly helpful
_____ not helpful

6. What other information would you like to have about Affirmative Action?

What would be the best way to communicate this information?
_____ periodic meetings in the future
_____ memoranda to the staff
_____ reports in a library newsletter
_____ reports via GLEAC/Library Council
_____ other (please specify)

7. What aspects of this program were particularly useful to you?

In your opinion what specific changes wuld ahve made this program more useful to you?

8. In light of our discussions, please make any specific suggestions or record any thoughts for resolving some of the concerns expressed at the meeting:

9. Please record any suggestions or thoughts (specific or general) about directions or programs for the library that would give continued support to the princples of Affirmative Action:

10. Any additional comments or suggestions:

UNIVERSITY OF CONNECTICUT

DEPARTMENT HEADS PLEASE DISTRIBUTE OR POST

May 26, 1981

THE UNIVERSITY OF CONNECTICUT LIBRARY

What would it be like if we had a national periodicals center...?

"A Giant ILL service and more - The British Library Lending Division"

Presentation by: A.G. Myatt, Head of External Relations
British Library Lending Division
Boston Spa

Friday, June 19 at 10:30 a.m.
Library Seminar Room

The British Library Lending Division is the only national library specifically devoted to interlending. It receives an average of about 11,000 requests every day, of which over 15% are from overseas. In addition to lending, the library actively promotes the use of published information through its education, translating and publications programs. The BLLD's collection of 4 million volumes of books and periodicals and 2.5 million documents in microform occupy 63 miles of shelves. It receives 54,000 serial titles annually and has 83 photocopy machines.

Mr. Myatt will discuss the BLLD's development and mission and its impact on academic and research libraries in the U.K.; the library's relationship with the U.S.; analysis of the BLLD's requests by subject and source; and current issues facing the BLLD, such as inflation and preservation.

For further information, see Bev French.

March 1981

THE UNIVERSITY OF CONNECTICUT LIBRARY

Speaker Series

SPEAKER: Tom Harnish, Head
Research Department
OCLC, Inc.

TOPIC: Home Delivery of Library Services

LOCATION: Seminar Room (Plaza Level)
University Library

TIME/DATE: Thursday, March 19th - 10:00-11:30 a.m.

Over the past few years OCLC, Inc., under Mr. Harnish's direction, has been experimenting with various aspects of the delivery of information to people in their homes through the use of interactive television connections. That work has involved the local cable television company, a local bank, and the public library as well as a variety of others including, most recently, The Source. OCLC, Inc.'s work in this area has been both innovative and interesting and has many implications for how libraries, and other providers of information, may operate in the future. I would like to extend a special invitation to you and your colleagues to join the Library Staff for this presentation.

Norman Stevens
University Librarian

Public Services Workshop
Texas A&M Libraries

AGENDA

January 15, 1981

8:00 a.m. Registration

8:30a.m. Introduction to the Workshop

- Purpose
- Results of Staff Inquiry and discussion

TODAY'S TOPIC: Strengthening Relationships with Users

9:30 a.m.
- Analyzing user transactions
  - Conceptual framework and model
  - Census of problems encountered
- Understanding the external environment
  - Trends and implications
  - Analysis of pressures
  - Library response to changes
  - Group discussion

10:30 a.m. BREAK

10:45 a.m.
- Understanding our behavior in relation to users
  - Personal Profile System
- Model for understanding user relationships

12:30 p.m. LUNCH

1:30 p.m.
- Values and a philosophy of service : Impact on relationships with users
  - Values inventory
  - Development of a library service philosophy
  - Group discussion

3:00 p.m. BREAK

3:15 p.m.
- The Helping Relationship: Concepts and basic skills
  - Defensive/supportive communication concepts
  - Active listening and assisting skills
  - Exercise to practice these skills

4:45 p.m. Assignment for the next day

5:00 p.m. Adjournment and Cocktail Party

January 16, 1981

8:30 a.m. Opening exercise
Review of previous day's activities

TODAY'S TOPIC: Evaluation of Library Services

9:00 a.m. Setting priorities, determining key results desired and establishing measures of performance
- Methods for defining unit goals and results desired
- Case study
- Discussion of performance measures

10:30 a.m. BREAK

10:45 Preparation of statements of priorities and key results desired for service units

12:00 p.m. LUNCH

1:00 p.m. Planning and problem-solving techniques for improving performance of service units
- Use of groups
- Problem-solving methods
- Project Planning exercise

3:00 p.m. BREAK

3:15 p.m. Development of a strategy to evaluate library services
- Methods, approaches and techniques to evaluate performance of service units
- Design of an action plan

4:30 p.m. Summary and evaluation

5:00 p.m. Adjournment

STAFF EXCHANGE PROGRAM

Purpose

The Staff Exchange Program encourages staff development by providing opportunities for in-depth cross-training between departments and branches with Stanford University Libraries.

Eligibility

Staff at all levels, exempt and non-exempt, may participate with the approval of their supervisors and department chiefs, where appropriate. To qualify for the Program, an employee will have worked at SUL a minimum of one year.

Nature of Exchange

Exchanges are usually made within the same classifications to assure that a balanced workload is maintained within each unit. An exchange may involve all aspects of each person's job, or specific duties, as predetermined by supervisors and the staff members who will be exchanged. Descriptions of duties to be exchanged and statements of benefits to be derived are attached to the Staff Exchange Program form (SUL-607). If at any time during the exchange period the participants or supervisors wish to change the agreement, a conference of all parties is to be held to clarify and agree upon suggested changes. A revised SEP form is to be submitted to the Library Personnel Office for employees' files.

Length of Exchange

In order to provide maximum benefit to those involved, a minimum of four months is suggested for exchange, while one year is usually the upper limit.

The hours per week may vary and are scheduled by mutual agreement of supervisors and participating staff.

Evaluation

At the end of the exchange period, participating supervisors and staff are asked to write a brief summary and evaluation of the program and submit the reports to supervisors, department chiefs, and the Library Personnel Office.

Stanford University Libraries

STAFF EXCHANGE PROGRAM

A. Name_____ Department_____

Classification_____ Signature_____

B. Name_____ Department_____

Classification_____ Signature_____

Attach description of duties to be exchanged and statement of benefits to be derived by the two employees and the units involved.

Length of exchange_____ Hours per week_____

Beginning date_____ Ending date_____

_____

_____Approved A. Supervisor_____

_____Not approved (reason): B. Supervisor_____

_____ _____

_____Approved A. Department Chief_____

_____Not approved (reason): B. Department Chief_____

_____

Dist: Appropriate Assistant/Associate Directors
Employees' personnel folder - Library Personnel Office
Employees' Department Chief

RMORY UNIVERSITY $?*L

The Robert W. Woodruff Library for Advanced Studies

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

Office of the Director
(404) 329-6861

MEMORANDUM

TO: Participants

FROM: Herbert F. Johnson
Director of Libraries

SUBJECT: In House Training Program Retreat - April 17

DATE: April 7, 1981

You are invited to attend a seminar on the primary components of the training process to be presented by Mr. Roger H. Parent, Executive Director, Library Administration and Management Association, American Library Association. These components include an array of techniques, strategies and resources to help identify needed training programs and plan how to develop them. We can then begin to develop instructional modules to be used for skills training and indepth library orientation. Roger will also cover prerequisites and pitfalls involved in a training program.

The schedule includes a morning session followed by lunch, which everyone on the attached list is invited to attend. Attendance at the afternoon session is optional. However, at least two representatives from each department, who also attended the morning session, should plan to participate. Each department should make their own selections regarding who attends the afternoon session. Specific training issues identified during the morning session will be grouped and put in priority order by those at the afternoon session. The rest of the afternoon will be spent in small group work sessions to begin development of instructional modules. As usual, this will be followed by a social/discussion hour. Samples of training materials already used by the library will be available to use.

We are pleased to be able to take advantage of Mr. Parent's trip to Atlanta to have him work with us in the General Libraries. His career has included the following:

Reference Librarian, Head, Art and Music Department, and finally Head, Sixteen Acres Branch, Springfield City Library System;
Business Reference Librarian, Bernard Baruch College, City University of New York;
Library Director, Mercantile Library Association;
Staff Development Librarian, Princeton University Library.

As usual we will hold our "retreat" at the Houston Mill House. Coffee and sweet rolls will be served 8:30 - 9:00 a.m. with the program commencing at 9:00 a.m., breaking for lunch from 12 noon - 1:30 p.m., and ending with a short social/discussion at 5:00 p.m. If you have any scheduling problems, please let me know.

HFJ/pk

Encl.

PROGRAM SCHEDULES/CALENDARS

STANFORD UNIVERSITY

WORKSHOP SCHEDULE

Date	Workshop	Content	Audience	Persons Responsible	Time	Location
Fri., Mar. 6	LPO Workshop for Supervisors	policies & procedures of LPO	all supervisors (approx. 80 - 20 per session)	C. Henderson, LPO staff, K. Persons	9 - 12 (all sess.)	Ida Green (all sess.)
" Mar. 13						
" Mar. 20						
" Mar. ~~29~~ 27						
Mon., Mar. 9	Performance Appraisals	how to prepare & conduct	all supervisors (approx. 80 - 20 per session)	Judy Moss, C. Henderson, K. Persons	9 - 12	#175A
" Mar. 16					1 - 4	Ida Green
" Mar. 23					1 - 4	Ida Green
" Mar. 30					9 - 12	#175A
Fri., Apr. 3	Affirmative Action Training for Supervisors	conceptual issues of EEO & methodologies at Stanford	all supervisors (approx. 80 - 20 per session)	Affirmative Action Officer S. Rodriguez G. Tatum	8 - 12	Ida Green
Tue., Apr. 7					1 - 5	#175A
Wed., Apr. 8					8 - 12	#175A
Fri., Apr. 10					8 - 12	Ida Green
Tue., Apr. 21 Thu., Apr. 23	Effective Meetings: How to Conduct, How to Participate	the basics of meetings, preparation, conducting, follow-up, participation	all interested staff (max. of 60 -25/30 per session, will arrange another session if overflow)	N. Roberts, K. Persons	8 - 12	Meyer Forum Room

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UNIVERSITY OF CONNECTICUT 4/81

POST OR DISTRIBUTE IMMEDIATELY

POST OR DISTRIBUTE IMMEDIATELY

The University of Connecticut Library

April 17, 1981

MEMO

TO: Library Staff

RE: Staff Development Activities

FROM: Sheila Creth
Assistant Director

Sheila Creth

The following staff development activities are available for staff to sign up for. Please see descriptions below for complete information.

AACR2 Training. Level I. Session 3 - AACR2 and the OCLC System.

Trainer: Nancy Orth
Date/Time: Friday, May 15 9:30-11:00am
Location: Video Theatre

This session will consist of an explanation of how to access AACR2 bibliographic records and Library of Congress name authority records in the OCLC system and how to interpret these records. Limit: 25 people.

Reference Interview Workshop

Trainer: Helen Lewis
Date/Time: Thursday, May 21 9:00-12noon and 1:00-4:00pm
Location: 3-135 A&B

This session provides information and practice in the techniques of conducting an effective reference interview. This training is appropriate for all staff who provide information and service to users regarding library collections and activities. Limit: 12 people.

Time Management Workshop

Trainer: Sheila Creth
Date/Time: Thursday, June 4 9:00-12noon
Location: Video Theatre

The workshop is intended to provide staff with an introduction to techniques for improving their use of their time. Training is appropriate for all staff and staff who have not attended the workshop in the past should consider attending. (The film will be available for those who have previously attended the workshop to view it as a reminder of specific time management techniques.)
Limit: 40

NOTE: Sign-ups for all three sessions - Library Administrative Offices.

NOVEMBER 1980

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	4 Emergency Procedures 1:30pm (Tech Services & Admin.)	5	6 9:00-10:15 & 10:30 - 11:45 Gordon Fretwell-AACR2 Seminar Room(Plaza)	7
10	11	12 9:30 AACR2 General Introduction Seminar Room	13	14 1:30 pm Emergency Procedur Seminar Room
17 9:30 AACR2 General Information Seminar Room	18 9:00-12:30 pm Level II.1 Video Theatre	19 7:00 pm Emergency Procedure Seminar Room	20 1:00-4:30 Level II.2 Video Theatre	21 10:00-12:00 Albert E. Waugh Seminar Room
24 1:30 Emergency Procedure Seminar	25 1:00-2:30 Level II./1.2 Review Video Theatre	26	27	28

DECEMBER 1980

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2 9:00-12:30 Level II.1 Video Theatre	3	4 9:00-12:30 Level II.2 Video Theatre	5 10:00 AACR2 General Introduction Seminar Room
8	9 8:30-10:30 Level I.1 (T.S.) Video Theatre	10 10:00-11:30 Level II/1.2 Review Video Theatre	11 9:30-11:30 Level II.3 Video Theatre	12
15	16 9:30-11:00 Level I.2 (T.S.) Video Theatre	17	18 9:30-11:00 Level II.3 Video Theatre	19
22	23	24	25	26
29	30	31		

JANUARY 1981

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5	6 9:30-11:00 Level I.1 (P.S.) Video Theatre	7 9:30-11:00 Level II.4 Video Theatre	8 9:30-11:00 Level I.3 (T.S.) Video Theatre	9 9:30-11:00 Level I.2 (P.S.) Video Theatre
12 10:00-11:30 Level I.1 Video Theatre	13	14 10:30-noon Level I.2	15 10:00-11:30 Level II.4	16
19 10:00-11:30 Level II.4 Video Theatre	20	21	22	23 10:00-11:30 Level I.3 Video Theatre
26	27	28	29	30 10:30-noon Staff Forum

TEXAS A&M UNIVERSITY
Sterling C. Evans Library

December 4, 1980

TO: Library Faculty and Staff

FROM: Kristen M. Dahlen, Head, Personnel Operations

RE: Attached Calendar

This calendar for December and January is of programs we will be presenting and important deadlines. The calendar is an alerting device: knowing some of the Focus programs and workshops in advance will assist you in planning your schedule. A new calendar will be distributed each month.

More information on each program will be provided as the scheduled date approaches. Please be aware that times and dates are subject to change, but I intend to keep to this schedule as closely as possible.

If you have any questions or comments, please contact me.

KMD/ts

attachment

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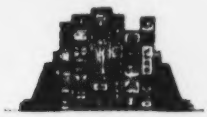
LIBRARY PERSONNEL OFFICE PROGRAMS

December/January

December		
3	2:00 p.m.	Focus: Government Documents Department
3	2:00 p.m.	Writing Merit Recommendations/Classified Staff Evaluations Rm 204 B
4	9:00 a.m.	Focus: Government Documents Department
5	9:00 a.m.	Writing Merit Recommendations/Classified Staff Evaluations Rm 204 B
8	10:00 a.m.	Focus: Thesis and Dissertations Department Rm 201
11	2:30 p.m.	Focus: Thesis and Dissertations Department Rm 201
January		
12	9:00 a.m.	Time Management Workshop
13	2:30 p.m.	Focus: Archives
14	12:00 noon	The Who, What and Why of ALA Midwinter: A lunchtime discussion
15	10:00 a.m.	Focus: Archives
19	8:30 a.m.	Supervisors Workshop
20		Staff Evaluations due to Head, Personnel Operations
21	8:30 a.m.	Supervisors Workshop
26	To be announced	New Staff/Student Workers Orientation
27	To be announced	New Staff/Student Workers Orientation
28	To be announced	New Staff/Student Workers Orientation
31 - February 7		ALA Midwinter, Washington, D.C.

TEXAS A&M UNIVERSITY
Sterling C. Evans Library



Library Personnel Office Programs
May/June/July

May		
21	9:00 a.m. - 11:00 a.m. Room 204B	Interviewing Techniques
25	1:30 p.m. - 3:30 p.m. Room 204B	Interviewing Techniques
27	2:00 p.m. Room 200D	ALA Recruiters' Briefing
June		
8	TBA	New Staff Orientation
9	TBA	New Staff Orientation
16	2:00 p.m.	Focus: Inter-Library Loan
17	9:30 a.m. - 11:30 a.m.	Supervisor's Workshop, Part I
18	9:00 a.m.	Focus: Inter-Library Loan
19	9:30 a.m. - 11:30 a.m.	Supervisor's Workshop, Part II
26 - July 2		ALA Annual Conference, San Francisco
July		
6	TBA	Focus: Circulation

College Station, Texas 77843 713-845-6111

Educational Events Calendar

Book Repair Workshops Planned

Book repair workshops will be held June 2, 1:30-3:30 p.m., and June 4, 8:30-10:30 a.m., in Room 453 Wilson Library. Instruction in safe, simple book repair will be given. For further information, call 373-2886.

"Sustaining Educational Vitality in the 1980s"

As part of its 50th anniversary commemoration, University College will sponsor a two-day program next month focussing on problems that will face the University of Minnesota and other higher educational institutions today and in the years ahead.

The session, "Sustaining Educational Vitality in the 1980s," will begin with a keynote address by J. Victor Baldrige, "The Crisis Mentality and Higher Education Policy Errors," May 20 at 3:15 p.m. in Coffman Union.

The following day, May 21, University faculty and staff members and students will meet from 1:30-8:30 p.m. at the Earle Brown Center to consider major educational issues facing the University today. The group will generate a short list of top-priority issues which should be addressed by University College and the University as a whole in the next few years.

Educational Events Calendar for May-August

The following is a calendar of educational events, which is based upon the quarterly list of continuing library education events prepared by Helen Gbala and Karen Harwood of the College of St. Catherine for the Minnesota Library Association Continuing Education Committee. Other events brought to the attention of the editor have also been included.

The focus of the calendar is to list events which might be of interest to University Libraries staff members with an emphasis on local and regional events. In order to trim the list to a more manageable size, each item will be run only once, unless additional significant information is received after the original listing. If you wish to find out more about an event, information should be requested from the contact.

28-29 May 10:00am-5pm May 28, 8:00am-8:30pm May 29 Midwest Academic Library Conference, Miami University, Oxford, Ohio. Sponsor: Midwest Academic Library Conference. Contact: Donald E. Oehlerts, MALC Registration, Edgar W. King Library, Miami University, Oxford, Ohio 45056. Fee: $15.

25 June 8:30am-4:30pm A Legal Briefing on Library Automation Contracts...or "Questions to Ask Before You Sign on the Dotted Line," San Francisco Hilton & Tower, 3330 O'Farrell St., San Francisco, California 94102. Sponsor: Information Seminars of America, Inc. Contact: Information Seminars of America, Inc.; P.O. Box 4611, Overland Park, Kansas 66204, (913-381-0566). Fee $145. (This seminar will also be held at the New York Sheraton, 870 7th Avenue, New York, at a date yet to be determined.)

6-10 July Collection Management and Development Institute (to provide training in planning, development, and management of library collections which meet user needs and maximize financial and human resources), Stanford University, California. Sponsor: American Library Association, Resources and Technical Services Division and Association for College and Research Libraries. Contact: Resources and Technical Services Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611, (312/944-6780). Fee: $95 for Resources and Technical Services Division or Association of College and Research Libraries member; $110 non-member.

6-10 July 9:00-12:00am Online Bibliographical Searching, Drexel University, Philadelphia, Pennsylvania. Sponsor: School of Library and Information Science, Drexel University. Contact: A. Kathryn Oller, Associate Dean, School of Library and Information Science, Drexel University, Philadelphia, Pennsylvania 19104, (215/895-2474). 2 credits

9-11 July and 7-8 August Seminar on Public Relations for Library and Information Service, Catholic University of America, Washington, D.C. Sponsor: Catholic University of America. Contact: Director of Continuing Education, Catholic University of America, Washington, D.C. 20064. Fees: $310. 3 graduate credits

10-31 July Folk Literature of the British Isles (foreign study tour). Sponsor: Graduate School of Library Science, Louisiana State University. Contact: Dr. S. Cooper, Officer of Foreign Studies, 348 Pleasant Hall, Louisiana State University, Baton Rouge, Louisiana 70803, (504/388-3158) Fee: $1700: 3 credit hours available

12-15 July Libraries and Book Production in the Low Countries, Past and Present - A Study Tour (Netherlands and Belgium). Sponsor: Graduate School of Library and Information Science, Rutgers University. Contact: J. Varlejs, Graduate School of Library and Information Science, 4 Huntington Street, New Brunswick, New Jersey 08903, (201/932-7169).

12-18 July Executive Development Program for Library Administrators - Session A, Miami University, Oxford, Ohio. Sponsor: Institute of Business and Education Services, School of Business Administration, Miami University. Contact: Harry Brooks, Director, Institute of Business and Education Services, School of Business Administration, Miami University, Oxford, Ohio 45056, (513/529-2732). Fee: $369 (includes room, meals). 4 CEU

13-17 July 9:00-12:00am Information Retrieval Systems, Drexel University, Philadelphia, Pennsylvania. Sponsor: School of Library and Information Science, Drexel University. Contact: A. Kathryn Oller, Associate Dean, School of Library and Information Science, Drexel University, Philadelphia, Pennsylvania 19104, (215/895-2474). 2 credits

13-17 July 9:00-12:00am Planning Information Services, Drexel University, Philadelphia, Pennsylvania. Sponsor: School of Library and Information Science, Drexel University. Contact: A. Kathryn Oller, Associate Dean, School of Library and Information Science, Drexel University, Philadelphia, Pennsylvania 19104, (215/895-2474). 2 credits

13-24 July Institute on Federal Library Resources (Frank Kurt Cylke), Catholic University of America, Washington, D.C. Sponsor: Catholic University of America. Contact: Director of Continuing Education, Catholic University of America, Washington, D.C. 20036, (202/635-5256). Fee: $375; 3 credits

13 July-7 August Publishing Institute, University of Denver, Colorado. Sponsor: Graduate School of Library and Information Management, University of Denver. Contact: Dean, Graduate School of Library and Information Management, University of Denver, Denver, Colorado 80208, (303/753-2557). Fee: $850: 6 quarter hours credit available.

14-17 July Library Management Skills Institute - Basic Training Session (for library professionals with some managerial, administrative, or supervisory responsibilities or those interested in library management careers), Toronto, Canada. Sponsor: Association of Research Libraries, Office of Management Studies. Contact: D. Reilly or M. Schechter, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue N.W., Washington, D.C. 20036, (212/232-8656). Fee: $200.

19-25 July Executive Development Program for Library Administrators - Session B, Miami University, Oxford, Ohio. Sponsor: Institute of Business and Education Services, School of Business Administration, Miami University. Contact: Harry Brooks, Director, Institute of Business and Education Services, School of Business Administration, Miami University, Oxford, Ohio 45056, (513/529-2132). Fee: $369 (includes room and meals). 4 CEU

20-24 July 9:00-12:00am Evaluating Information Services, Drexel University, Philadelphia, Pennsylvania. Sponsor: School of Library and Information Science, Drexel University. Contact: A. Kathryn Oller, Associate Dean, School of Library and Information Science, Drexel University, Philadelphia, Pennsylvania 19104, (215/895-2474). 2 credits

26-30 July Advanced Library Executive Development Seminar, Miami University, Oxford, Ohio. Sponsor: Institute of Business and Education Services, School of Business Administration, Miami University. Contact: Harry F. Brooks, Director, Institute of Business and Education Services, School of Business Administration, Miami University, Oxford, Ohio 45056, (513/529-2132). Fee: $289 (includes room and meals).

27-31 July 9:00-12:00am User Education Programs, Drexel University, Philadelphia, Pennsylvania. Sponsor: School of Library and Information Science, Drexel University. Contact: A. Kathryn Oller, Associate Dean, School of Library and Information Science, Drexel University, Philadelphia, Pennsylvania 19104, (215/895-2474). 2 credits

27 July-August 7 Institute on Library Networking (Henrietta Avrom), Catholic University of America, Washington, D.C. Sponsor: Catholic University of America. Contact: Director of Continuing Education, Catholic University of America, Washington, D.C. 20036, (202/635-5256). Fee: $375; 3 credits.

3-7 August 9:00-12:00am Database Management, Drexel University, Philadelphia, Pennsylvania. Sponsor: School of Library and Information Science, Drexel University. Contact: A. Kathryn Oller, Associate Dean, School of Library and Information Science, Drexel University, Philadelphia, Pennsylvania 19104, (215/895-2474). 2 credits

3-14 August Online Faculty Workshop for Library Educators (Anne Caputo), Catholic University of America, Washington, D.C. Sponsor: Catholic University of America. Contact: Director of Continuing Education, Catholic University of America, Washington, D.C. 20036, (202/635-5256). Fee: $400: 3 credits.

9-14 August Out of Print and Antiquarian Book Market Seminar (workshop), University of Denver, Colorado. Sponsor: Graduate School of Library and Information Management, University of Denver. Contact: Dr. M. Groggin, University of Denver, Graduate School of Library and Information Management, Denver, Colorado 80208, (303/753-2557).

10-13 August Canadian American Librarianship, University of Maine at Orono, Orono, Maine. Sponsor: Raymond H. Fogler Library, University of Maine at Orono. Contact: Thomas H. Patterson; Head, Reference Department; Raymond H. Fogler Library; University of Maine at Orono; Orono, Maine 04469, (207-581-2136).

16-19 August Information Systems and All That Jazz: The Link Between Users and Providers (Urban and Regional Information Systems Association '81 Conference), Fairmont Hotel, New Orleans. Sponsor: Urban and Regional Information Systems Association (URISA). Contact: S. Trotter, c/o URISA Secretariat, 2033 M. Street N.W., Suite 300, Washington, D.C. 20036, (202/466-7406).

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